

**THE EFFECT OF USING INQUIRY BASED LEARNING
TECHNIQUE TOWARD READING COMPREHENSION
ON REPORT TEXT OF THE SECOND YEAR
STUDENTS AT SMA NEGERI 10
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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PEKANBARU
1435 H/2013 M**

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SUPERVISOR APPROVAL

The thesis entitled “*The Effects of Using Inquiry Based Learning Technique toward Reading Comprehension on Report Text of The Second Year Students at SMA N 10 Pekanbaru*” is written by Fajri Malik, SIN. 10914005936. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, December 09, 2013

The Writer

Fajri Malik

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ABSTRAK

Fajri Malik,(2013) : Pengaruh Penggunaan Teknik Pembelajaran Berbasis Inquiri terhadap Pemahaman Membaca Siswa pada Teks Report di Kelas Dua SMA Negeri 10 Pekanbaru

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menganalisa teks bacaan, menemukan ide pokok dari text bacaan, dan menemukan informasi factual dari bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut. Penelitian ini dilakukan di Sekolah Menengah Atas Negeri 10 Pekanbaru.

Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Atas Negeri 10 Pekanbaru, dan objek dari penelitian adalah Pengaruh Penggunaan Teknik Pembelajaran berbasis Inquiri Terhadap Pemahaman Bacaan Siswa dalam Teks Report. Adapun jenis penelitiannya adalah *Quasi-Experimen*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 313 siswa. Penulis menggunakan *clustering random sampling* dengan mengambil dua kelas sebagai sampel: kelas XI IPA 2, yang terdiri dari 30 siswa sebagai kelas control dan XI IPA 4, yang terdiri dari 30 siswa sebagai kelas eksperimen. Untuk menganalisa datanya, penulis menggunakan formula *independent sample t-test* melalui aplikasi SPSS 16.

Setelah data di analisa, penulis menemukan bahwa ada pengaruh yang signifikan dari teknik pembelajaran berbasis inquiri terhadap pemahaman bacaan siswa dalam teks report tahun kedua Sekolah Menengah Atas Negeri 10 Pekanbaru, dimana T-observasi menunjukkan 3.281 , t-tabel pada level signifikan 5% adalah 2.00, dan pada level 1% adalah 2.65. maka, null hipotesis (H_0) ditolak, dan hipotesis alternatif (H_a) diterima, ditunjukkan dengan $2.00 < 3.281 > 2.65$.

ABSTRACT

Fajri Malik, (2013) : The Effects of Using Inquiry-Based Learning Technique toward Reading Comprehension on Report Text of the Second Year Students at SMA N 10 Pekanbaru

Based on the writer's preliminary study, it was found that the students could not comprehend Report Texts in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in analyzing the reading text, getting ideas from the reading text, finding the factual information of the text, and so forth. So, the writer was interested in carrying out the research about these problems.

The research was administered at SMA Negeri 10 Pekanbaru. The subject was the second year students of SMA Negeri 10 Pekanbaru, and the object of this research was inquiry based learning technique towards students' reading comprehension on report text. The design of this research was Quasi-Experimental Research.

The population of this research was all of the second year students. The total number of population was 313. The writer used clustering random sampling by taking two classes as sample: class XI IPA 2, consisting of 30 students as control group and class XI IPA 4, consisting of 30 students as experimental group. To analyze the data, the writer adopted independent sample t-test formula by using SPSS 16.

After analyzing the data, the writer found that there was significant effect of inquiry based learning technique towards students' reading comprehension on report text of the second year at SMA Negeri 10 Pekanbaru, where t-observed showed 3.281, t-table at significant level of 5% it shows 2.00, and at level significance of 1%, it shows 2.65. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.00 < 3.281 > 2.65$.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills that must be mastered by English learners. It is a set of skills that involves making sense and deriving meaning from the printed word.¹In reading, learners are actively responsible for making sense and catch the idea of the texts. Reading is probably the most important skill for second language learners in academic contexts. Unlike speaking, reading has different way in the interaction with the readers because the writer is not available. Thus, reading is recognized as valuable source of language input, particularly for students in learning environments (as in some EFL contexts) in which fluent speakers of English are generally not available to provide other kinds of language input.²

Stimulating and getting students to read English texts are included an important part of the teacher of English role because of many reasons. First, many students want and need to be able to read English texts for present study, for further study, for future career or simply for pleasure. Second, the more students read, the better readers they become. Furthermore, the better readers

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ed. David Nunan (New York: McGraw Hill Companies, 2005). p .69<http://library.nu> (Retrieved on October , 2011)

²Anna Ediger, *Teaching English as a Second or Foreign Language (Third Edition)*, ed. Marianne Celce-Murcia (Boston: Heinle&Heinle –Thomson Learning, 2001). p. 153

usually gain more and enlarge vocabulary from their reading activities more familiar with the grammar of the language they are reading, which is useful for language acquisition. Third, reading texts help students to think in English and it is also a good way to find out about new ideas, facts, and experiences.³

For further, reading plays important role in academic learning. Academically, many students' activities are related to the reading process. Reading is an extremely complex and multifaceted process.⁴ Moreover, student's success or failure depends on the ability to read.

For many students, reading can sometimes be very complicated since it is very often needed in certain skills, so that reading can be an activity for restoring input from written texts. However, reading academic texts is not easy since readers not only focus on concrete aspects of the text, facts, but also what is visible on the page. Therefore, for those whose reading skills are still less than excellent, academic reading can become overwhelmingly difficult.

English has become a compulsory subject to be taught in senior high school. It is taught to the students three or four times a week by teacher of English. Based on the curriculum (KTSP), the basic competence that should be achieved in reading English subject is the students are able to comprehend meaning in functional written text as well as simple and short essay in form of

³Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power: Reading for Pleasures, Comprehension Skills, Thinking Skills, Reading Faster* (London: Addison-Wesley Publishing Company Inc, 1996), p. 4, <http://library.nu> (Retrieved on October, 2011).

⁴JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches* (New York: The Guilford Press, 2008), p. 2 <http://library.nu> (Retrieved on October , 2011).

descriptive, report, hortatory exposition, and narrative to interact in daily contexts.⁵ There are some basic competences for second year students in reading:

1. Responding meaning in functional written text accurately, fluently, and acceptably that enables them to interact in daily contexts.
2. Responding meaning and theoretical steps in essay accurately, fluently, and acceptably that enable them to interact in daily context in the forms of written descriptive, report, hortatory exposition, and narrative.

In SMA Negeri 10 Pekanbaru, the passing score of learning English in reading text is 78. However, based on the data, obtaining by interviewing the teacher of English in SMA Negeri 10 Pekanbaru, showed that there were only 13 students from 37 students who could pass the minimum score (KKM). Meaning that, 24 students could not pass the minimum score (KKM). Eventhoughthe students have been taught about reading in English at school for three years at elementary school, three years at junior high school, and again a year in senior high school, it seems, they are still not enough for students to master reading English. Their reading comprehension is still far from expectation as required by the curriculum (KTSP).

Then, based on writer's preliminary observation by looking at the learning process in the classroom and also interviewing one of the teachers of

⁵ Mira Yulia,S.Pd. *Silabus Bahasa Inggris SMA Negeri 10 Pekanbaru 2011/1012*,Riau (Unpublished)

English at the second year students of SMA Negeri 10 Pekanbaru, the writer found that the students had low ability in reading comprehension. The problems still faced by the students were indicated in some symptoms as follows⁶:

1. Some of the students were not able to identify the generic structure of report text paragraphs;
2. Some of the students were not able to identify the factual information of report text;
3. Some of the students were still confused in finding the specific information of report text;
4. Some of the students were not able to identify the main idea of report text.

The teacher of English of SMA Negeri 10 Pekanbaru has tried to teach them with a technique which is called Giving Instruction technique. This technique was implemented by teacher, by asking them to read report text and discussing it. During the learning process, even though the Teacher has tried hard to teach them, there is a fact that student still couldnot accomplish the minimal criteria of completeness (KKM) that has been determined by the school. They had low motivation that cannot engage in learning process, and sometimes they felt bored during the learning process.

Broadly speaking, there are many kinds of techniques and learning strategies which have been developed to teach students in increasing their

⁶Researcher's interview to the English Teacher, July 1, 2013

interest, creativity, ability and motivation during learning process. Learning strategies are very important, there are steps taken by the students to enhance their own learning.⁷ One of the techniques that can be a way out to overcome the problems depicted above is Inquiry Based learning. According to Kühne, inquiry based learning provides many advantageous for students. They will be more creative, more positive, and more independent.⁸This technique, correctly implemented can help develop higher-order, information literacy, and critical thinking skill. It is also able to construct students' own idea, engage and motivate them. In inquiry based learning, students are set to be the center of learning to make them more active, more engage and more independent to have their own learning.

Based on the symptoms above, the writer is interested in conducting this research entitled: **“The Effect of Using Inquiry Based Learning Technique toward Reading Comprehension on Report Text of The Second Year Students at SMA N 10 Pekanbaru”**.

B. The Definition of the Terms

To avoid misunderstanding as well as misinterpreting toward the terms used in this research, it needs some explanations and definitions about the meaning of the terms used in this research:

⁷ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House Publishers, 1990). p. 1

⁸ Alberta Learning, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning* (Canada: Alberta Learning and Teaching Branch, 2004). p. 1 <http://library.nu> (Retrieved on October 19th, 2011)

1. Effect

Effect is change caused by somebody/something; result.⁹ It also means what happen to something/somebody after being given any treatments. For example; before being taught by using technique X, students' reading comprehension is fair. Then, after being taught by using technique X, the students' reading comprehension becomes good or very good. So, from fair to good or very good that is what writer means as "effect" of the given treatment to the students.

2. Inquiry Based Learning

Inquiry based learning is a process where students formulate, investigate questions, obtain factual information, and then build knowledge that ultimately reflects their answer to the original question.¹⁰

In addition, according to Berghoff, Egawa, Harste, and Hoonan, inquiry based learning as means learning driven by the learner's personal question or questions¹¹. The questions originate from what we already know, and we pursue them by making prediction, examining

⁹ Oxford Dictionary, *Learner's Pocket Dictionary: Fourth Edition* (Oxford: Oxford University Press, 2005). p. 138

¹⁰Jakes, et al in JermaineS, McDougald," The Use of Information and Communication Technology (ICT) in the EFL Classroom as a Tool to Promote L2 (English) among Non-native Pre-Service English Teachers" (Master of Arts Thesis, University of Jaén Spain, 2009). p. 14 <http://www.academia.edu/238178/> (Retrieved on June 14th, 2012)

¹¹Berghoff, Egawa, Harste, and Hoonan in Alison Wells,"Inquiry-Based Learning: Fact or Fallacy"(Master thesis, University of Manitoba, 2011). p.24 <http://mspace.lib.umanitoba.ca/>(Retrieved on 17th, 2012)

assumptions, gathering more information, and seeking alternative perspective and new possibilities. Inquiry becomes a way of knowing, a willingness to undergo a journey, to tolerate ambiguity, to sort through multiple perspectives, and to trust abduction-those leaps of insights that totally restructure what is known.

According to the statement above, writer sees that inquiry based learning lets the students make questions and it will pursue them by making prediction, examining assumptions, gathering more information about the text.

In this research, Inquiry based learning was technique that used by the researcher to know its effects toward reading comprehension on report text.

3. Reading Comprehension

Reading comprehension is that the process is simultaneously extracting and constructing meaning through interaction and involvement with written language.¹² It consists of three elements: the reader, the text, and the activity or purpose for reading.

¹²Catherine Snow, *Reading for Understanding: Toward and R&D Program in Reading Comprehension* (Arlington: Rand Reading Study Group, 2002). p. xiii <http://library.nu> (Retrieved on November 25th, 2011)

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood.

4. Report Text

Report text is a text presenting information about something, as it is. It is as a result of systematic observation, investigation, and analyses.¹³ In this research, report text was made as a point of assessment to students' comprehension in reading text by using the technique of Inquiry based learning.

C. The Problem of the Research

1. Identification of the Problem

Based on symptoms illustrated in the background above, it is very clear that the students of second year of SMA Negeri 10 Pekanbaru still have a lot of problems, especially in terms of comprehending the report text of reading comprehension.

Based on the problems depicted in the background, the problems of this research are identified as follows:

- a. What makes some of the students lack of vocabulary?
- b. How is the students' motivation in reading text?

¹³<http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html> (Retrieved on Desember 25th, 2012)

- c. What factors influence the students unable to pay attention in reading?
- d. How is the students' concentration while they are reading?
- e. Do the students comprehend the materials what they have read?
- f. How is the student's grammar mastery?
- g. What are the problems when the English teacher has limited techniques in teaching reading comprehension?

2. The Limitation of Problem

Based on the identification of the problems above, it is clear that there are many problems in this research. Therefore, the problems of this research are limited on the use of inquiry based learning technique towards reading comprehension on report text.

3. The Formulation of the Problem

Based on the problems limited above, thus, these research questions are formulated into the following research questions:

- a. How is the students' reading comprehension on report text taught by using inquiry based learning for experimental class of the second yearstudents at SMA Negeri 10 Pekanbaru?
- b. How is the students' reading comprehension on report text taught by using giving instruction technique of the second yearstudents at SMA Negeri 10 Pekanbaru?

- c. Is there any significant effect of using inquiry based learning towards students' comprehension on the report text of the second year at SMA Negeri 10 Pekanbaru?

D. The Objectives and the Significance of the Research

1. The General Objective of the Research

- a. To find out students' reading comprehension on report text taught by using inquiry based learning and without using inquiry based learning.
- b. To find out whether there is significant effect of using inquiry-based learning toward students' reading comprehension on report text.

2. The Significance of the Research

The findings of this research are expected to give valuable contribution as follows:

- a. The second year students of SMAN 10 Pekanbaru. It is hoped that the students are able to comprehend report texts better than before.
- b. Teachers of English who have problems in teaching reading. It is hoped that Inquiry based learning can help them in teaching reading.
- c. The readers of this research. The writer hopes that this research will give contribution to all readers who are interested in this research.

- d. The writer of this research. It is hoped that the research can enlarge the writer's knowledge about the research especially for the writer's insight in the topic of Inquiry-Based Learning technique toward reading comprehension on report text.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Theoretical Framework

1. Reading Comprehension

a. The Nature of the Reading

Reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually likes reading. Because reading is not innate skill, these are the reasons why the reading ability should be built as early as possible.

Reading itself means perceiving a written text in order to understand its context that is done silently or orally.¹Jeremy harmer stated that reading is not a passive skill. To do it successfully, it must be understood what words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them.²

¹Jack C. Richards et al. *Longman Dictionary of Language Teaching and Applied Linguistics.3rd Edition* (Malaysia: British Library Cataloguing, 2002). p. 443 <http://library.nu> (Retrieved on October 22nd, 2011)

²Jeremy Harmer. *How to Teach English*. (London: Longman, 2001). p. 70 <http://library.nu> (Retrieved on October 22nd, 2011)

Besides, Kalayo and Fauzan in Yusparizal said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.³ Anna Ediger in Marianne also stated that in reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language.⁴

Based on the definition above, it can be seen that reading requires understanding for the readers, so that they can comprehend the reading texts well. The readers need to understand the message from the writer (ideas, opinions, knowledge, facts, feeling, and etc).

b. Reading Comprehension

A high amount definition of reading has been stated by experts. Anderson *et al* in Janette K. Klingner *et al*, reading comprehension is the process of constructing meaning by coordinating by a number of complex

³Yusparizal, "The Effect of Using Share one; Get one technique toward Reading Comprehension in Hortatory Exposition Text By the Second year Students of State Senior High School 1 Kampar" (S1 Thesis, State Islamic University of SUSKA Riau, 2012). p.12

⁴Anna Ediger, *Teaching English as a Second or Foreign Language (Third Edition)*, ed. Marianne Celce-Murcia (Boston: Heinle & Heinle –Thomson Learning, 2001). p. 153

process that include word reading, word and word knowledge, and fluency.⁵

In reading comprehension, Snow and Colleagues stated that there are three elements involved: the reader, the text and the activity. These three elements occur within a large socio-cultural context that includes the classroom learning environment, classroom instruction, social interaction with peers or classmate, school culture, student's self- concepts and instructional history.⁶

Harmer⁷ has defined that reading comprehension provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts.

According to Jhonson in Yusparizal, comprehension activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text. It tells us that the primary activity or reading is to comprehend what text tells about.⁸

⁵Janette K. Klingner et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007). p. 2 <http://library.nu> (Retrieved on October 22nd, 2011)

⁶Leisa Gaye Standish, "The Effects of Collaborative Strategic Reading and Direct Instruction in Persuasion on Sixth-Grade Student's Persuasive Writing and Attitude" (PhD diss., University of Maryland, 2005). p. 4 <http://drum.lib.umd.edu/bitstream/190327001/umi-umd-2628.pdf> (Retrieved on October 25, 2011)

⁷Jeremy Harmer, *Op.Cit.* p.70

⁸Yusparizal, *Op.Cit.* p. 13

To read a text, the reader must decode what the text literally says but at the same time readers must bring their knowledge to the text to determine what the text actually means (to reader).⁹

Grab in Anne¹⁰ stated that in process of reading, there are six general component skills and knowledge areas encompass:

1) Automatic recognition skills

Recognizing text especially for word identification, a virtually unconscious ability, ideally requiring little mental processing

2) Vocabulary and structural knowledge

A sound understanding of language structure and a large recognition vocabulary

3) Formal discourse structure knowledge

An understanding of how texts are organized and how information is put together into various genres of text (e.g., a report text, a letter, a narrative)

4) Content/world background knowledge

⁹Martin Montgomery, et al., *Ways of Reading: Advance Reading Skills for Students of English Literature* (New York: Routledge, 2007). p. 20 <http://library.nu> (Retrieved on October 22nd, 2011)

¹⁰Anna Ediger, *Op.Cit.* p. 154

Prior knowledge of text-related information and shared understanding of the cultural information involved in text

5) Synthesis and evaluation skills/strategies

The ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose

6) Meta-cognitive knowledge and skills monitoring

An awareness of one's mental process and the ability to reflect on what one is doing and the strategies one is employing while reading.

Milan in Deastrilita¹¹ stated that reading comprehension can be labeled to the readers when they can use their reading:

- 1) To get the main idea
- 2) To get important details
- 3) To answer specific questions
- 4) To follow the logical sequence and developed the idea

¹¹Deastrilita, "The Effectiveness of K-W-L Technique in Improving Reading Comprehension by Using Analytical Exposition Texts of the Second Year Students at SMA N 1 pangkalan Kuras" (S1 Thesis, University of Riau, 2010). p. 14

- 5) To apply what is being read
- 6) To do reading for deductions and implementations
- 7) to evaluate

, so that we can say that in comprehending a text not only understands the meaning word of each but also be able to apply the point stated.

Besides, Syafi'i in Nur Afni stated that there are five reading components that may help students to read carefully. They are:¹²

1) Main Idea

The main idea of paragraph is what the author wants you to know. The main idea of a paragraph is also what the paragraph developed. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Paragraph is a group of sentences that develop a particular topic. Identifying the topic can generally help the reader understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main

¹²Nur Afni, "The Effect of Using Anticipation Guide Strategy toward Students' Reading Comprehension at the Second Year of SMAS Al-Muslimun Sikijang" (S1 Thesis, State Islamic University of SUSKA Riau, 2012). p. 9

idea is usually expressed as a complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. Finding the meaning of certain word

The readers could develop his/her guessing ability to the word which is not familiar with him/her by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has the same meaning as another word. In the other word, the students are expected to be able to form and understand the meaning.

2) Factual Information

Finding factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison, and so forth in which of the answer can be found in the text.

3) Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which pronoun refers. Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, this, and etc.

4) Making Inference

The problem including in the test of English as a foreign language is asking inference. In this question type, you need to use the evidence that you have to make inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the viewpoints of the author.

5) Supporting Sentence

Supporting sentences/supporting details should help you from an impression that will reveal the topic. The support can take the form of example, reasons, statistics, explanations, or simply relevant information.

Based on the explanations depicted above, it can be concluded that reading comprehension is a process when the reader can construct the meaning of reading text while they are reading the text. It involves understanding in structure and lexicon related to the reading text.

c. Reading Comprehension on Report Text

Report text is a text that investigates an experiments' result, investigation, observation, or a study about thing, animal, human, or place. It is a result of systematic observation and analyses. A text that is usually given in report text tends to general one.¹³

Each type of genre has social function. The social function of report text is to describe the way such as a man-made thing, animals, and plants. Then, text organizations of report text are:

1) General Classification

Stating classification of general aspect of thing, animal, public, plant, place, and so forth which will be discussed in general. It tells what phenomenon under the discussion is.

¹³Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007). p. 26

2) Description

Describing the thing which will be discussed in detail, part per part, customs or deeds for living creature and usage of material

Indeed, the language features of report text are:

- a) The use of general nouns
- b) The use of relating verbs
- c) The use of present tenses
- d) The use of behavioral verbs
- e) The use of technical terms.¹⁴

Some text types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will reveal.

The purpose of the two texts is to give the live-description of the object/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that

¹⁴*Ibid.*, p. 26

showing writing style. What makes different, between report and descriptive text is the scope of the written object. If we talk about, e.g.: bicycle, it belongs to report text. It will talk about bicycle in general; its parts, physical strength, function for certain people or other general characters of bike. In the other hand, descriptive text will convey more focus, for example "my bicycle" with its specific characters; color, length, wheel style, and so forth.

In short, report text describes the way of certain things that frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. This scientific and technical sense makes clearer difference from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing. It describes the specific thing simply as what the thing is.¹⁵

d. Students' Reading Comprehension on Report Text

According to Barret, there are taxonomy of reading. students should understand the taxonomy of reading comprehension as follows¹⁶:

¹⁵*Ibid.*, p. 27

¹⁶From world wide web <http://Art-read-comp-taxonomy-barrett.html> (Retrieved on March 9 1013)

1) Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single factor incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection. Purposes and questions at this level may have the following characteristics.

2) Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author or he/she may paraphrase or translate the author's statements.

3) Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or

her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

4) Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. Evaluative thinking may be demonstrated by asking the student to make the following judgments.

5) Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

Student's reading comprehension on report text is related to six items above. So, the students are hoped to achieve all of them to comprehend the report text.

e. The Factors that Influence Students' Reading Comprehension

There are some factors that influence reading comprehension, whether it is on report text. Dorn and Soffos explained that comprehension is influenced by a range of internal factors; they are perception, belief, motivation, and problem solving strategies.¹⁷

Westwood mentioned there are eight factors that may influence the comprehension¹⁸. They are as follows:

- 1) Limited vocabulary knowledge.
- 2) Lack of fluency.
- 3) Lack of familiarity with the subject matter.
- 4) Difficulty level of the text.
- 5) Inadequate use of effective reading strategies.
- 6) Weak verbal reasoning.
- 7) Problems with processing information.
- 8) Problems in recalling information after reading.

¹⁷ Anthony V. Manzhoo, Ula Casele Manzhoo, *Content Area Reading: A Heuristics Approach*, Columbus, Toronto, London: Merrill Publishing Company, 1990, p.23

¹⁸ Peter Westwood, *What Teacher Need to Know About Reading and Writing Difficulties*, Victoria: ACER Press, 2008, p.33

According to Tankersley, reading comprehension is influenced by four main factors¹⁹. They are as follows:

- 1) Command on the linguistic structure of the text.
- 2) Adequate the vocabulary in content area.
- 3) Degree of metacognitive control of the text.
- 4) Adequate domain knowledge.

Based on explanation above writer concludes that internal and external factors influence reading comprehension. It is better for the reader to know the factors that influence reading comprehension to minimize the struggle in comprehending the text

2. Inquiry Based Learning Technique

English becomes so important to be mastered because it serves knowledge. Reading is the most influential factor in determining successfulness. This factor becomes a reason for the teacher to find ways to enable students to have a good reading skill in any kind of texts. The ways should be effective in maintaining information of what the students get from reading.

Oxford in Deastrilita²⁰ has defined that there are twelve key features in choosing a technique to be applied in the language class:

¹⁹Karen Tankersley, *Op.Cit.* p.108-109

- a. The technique should be able to develop communicative competence
- b. The technique has to make the learners become more self-directed
- c. The technique broaden the teacher's role
- d. The technique is problem-oriented
- e. The technique should be in form of specific action taken by the learners
- f. The technique should activate the learners
- g. The technique sustains learning both direct and indirect one.
- h. The technique is not always observable
- i. The technique is often conscious
- j. The technique is teachable
- k. The technique is flexible
- l. The technique gets influences from many factors.

These requirements should be a focused of the teachers in selecting which technique can be applied in teaching reading in English as a foreign or second language. The points are made to increase and develop the student's quality of reading.

²⁰Deastrilita, *Op.Cit.* p. 17

Gate in Deastrilita²¹ stated that teachers played an essential part of the learner's successful in beginning reading. His statement focuses on the teacher's creativity in finding ways of teaching reading as interested as possible to engage the learners with reading. His statement asks the teachers to think and work creatively to determine the method because it plays an influential role to the student's psychological and physical aspects.

Basically, there is no one best technique for teaching particular lesson all the time because it has advantages and disadvantages. This reason needs the teachers not to use one technique only. They are suggested to vary their teaching with the various techniques. The factors should be considered by the teachers are, for example: socioeconomic status, experiential background, language capabilities, grade level, and learning style.

a. The Nature of Inquiry Based Learning

Inquiry at the first time has been buzz-word in education for a long time. Already a century ago, John Dewey wrote extensively about the idea of inquiry as an organizing principle in education. Galileo in Alberta mentioned inquiry is the dynamic process of being open to

²¹Deastrilita, *Op.Cit.* p. 18

wonder and puzzlements and coming to know and understand the world.²²

Inquiry based learning is a technique whereby a teacher involves students in the learning process through focusing on questions, through problem-solving activities, and the use of critical thinking. Some students prefer this type of learning approach because when they become involved they understand concepts better.²³

Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understandings, meaning, and knowledge.²⁴ The American Association of School Librarians (AASL) in BCTLA Info Lit Task Force²⁵ identified nine common beliefs that support learning which the second belief, inquiry provides a frame work for learning. It focuses on students developing not only the skills, but also the disposition to use

²² Alberta Learning, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning* (Canada: Alberta Learning and Teaching Branch, 2004). p. 1 <http://library.nu> (Retrieved on October 19th, 2011)

²³Sopyan Maolana Kosasih Blog," 10 Tips of Inquiry-Based Learning", <http://sopyanmk.wordpress.com/2009/01/19/10-tips-for-inquiry-based-learning/> (Retrieved on Desember 13th, 2011)

²⁴Alberta, *Op.Cit.* p. 1

²⁵British Columbia Teacher-Librarian's Association (BCTLA),"The Points of Inquiry", BCTLA Info Lit Task Force (2011). p.5 <http://bctf.ca/bctla/pub>(Retrieved on November 25th, 2011)

the skills, dealing with an understanding of their own responsibilities and self-assessment strategies.

According to Teresa, inquiry learning is student centered. Within this process, students utilize their knowledge, understanding, and skills to the learning community. The focus is on the pupils, with an emphasis on active engagement in the leaning process to develop and build on students understanding. The students learn material through questioning and discovering information.²⁶ Inquiry learning encourages learners to examine the complexity of their world and form concepts and generalizations instead of being told simple answers to more complex problems.

Ramayulis also stated that inquiry learning gives chances to students to actively engage in learning activities. Students are challenged how to find, to do, and to decide by themselves. They are more productive. The focus in inquiry learning is that the students and their learning way.²⁷ In Inquiry learning also requires the teacher roles by engaging students in effective (interactive) dialogue and by stimulating their insightful (reflexive) observation.

²⁶Teresa Coffman, *Engaging Students through Inquiry Oriented Learning and Technology* (New York :Rowman and Littlefield Publisher, 2009). p. 6 <http://gen.lib.rus.ec/> (Retrieved on November 14th, 2011)

²⁷Ramayulis, *Metodologi Pendidikan Agama Islam* (Jakarta :Kalam Mulia, 2008). p. 209

Inquiry based learning is based strongly on the assumption that students want to learn and asking question is a very natural way to gain information. Through the process of completing an inquiry learning activity, students view themselves as active learners, willingly engage in the process of exploration, ask question, pose explanation, make observations, plan tasks, and learning activity. Instead of asking question, teachers can challenge students to devise their own questions to further their understanding of a topic.²⁸

AASL stated that there are seven characteristics in inquiry based learning model which students:²⁹

- 1) actively involved in the learning process
- 2) use prior knowledge
- 3) ask question
- 4) hypothesize and investigate
- 5) construct new understandings
- 6) communicate their understandings with others
- 7) are reflective and critical thinkers acquiring the skill for independent learning.

²⁸Mel Silberman, *Active Training: A Hand Book of Techniques, Designs, Case Examples, and Tips* (USA :Jossey-Bass/Pfeiffer, 1998). pp. 102

²⁹ British Columbia Teacher-Librarian's Association (BCTLA), *Op.Cit.* p. 5

The inquiry based learning is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it.

Learning becomes almost effortless when something fascinates students and reflects their interests and goals. In structured inquiry activities students are given a problem to solve, a technique for solving the problem, and necessary materials, but not the expected outcomes. Students are to discover a relationship and generalize from the data collected. In guided inquiry, students must also figure out a method for solving the problem given. And in open inquiry, student must also formulate the problem they will investigate.

Inquiry-based learning is based from constructivist approach that has been influenced by two schools of thought, Vygotsky in Eastern Europe and Piaget in the West.³⁰ Teresa stated that Inquiry learning implements a constructivist approach, so that students interact with the

³⁰ Ian R. Hartman, "The Effect of Inquiry-Based Instruction in a Technical Classroom: The Impact on Student Learning and Attitude"(Master Thesis, Brigham Young University, 2007). p. 13

content by asking questions to increase understanding and comprehension and at the same time construct their own knowledge.³¹

Brown mentioned, the characteristic of constructivism is its integration of linguistic, psychological, and sociological paradigms.³² Constructivism has two branches, they are cognitive and social. In cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. Students must individually discover and transform complex information from what they know and read.

Students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analyzing information, generating solutions, making decisions, justifying conclusions and taking action.

b. Using Inquiry-Based Learning Technique towards Students Reading Comprehension on Report Text

Brown³³ defined teaching as showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or

³¹Teresa Coffman , *Op.Cit.* p. 1

³²H. Douglas Brown, *Principles of Language Learning and Teaching* 5th Edition (San Fransisco : Pearson Education, 2007). p. 12 <http://library.nu> (Retrieved on October 22nd, 2011)

³³*Ibid.*, p. 8

understand. Teaching reading is a job for a teacher, helping students or learners to read by giving instruction, guiding them, providing with knowledge, until they are able to understand in reading.

In inquiry learning might be argued that the learners should be able to ask questions, use their questions to plan and conduct a scientific investigation, use appropriate science tools and scientific techniques, evaluate evidence and use it logically to construct several alternative explanations, and communicate their conclusions scientifically. The skills like observing, classifying, measuring, conducting experiments, recording, analyzing, interpreting, making inferences, communication and manipulating are important.

Prof. Ranbir Singh Malik mentioned that earlier inquiry-based learning is a powerful tool provided it is implemented correctly. An important requirement for inquiry-based learning (IBL) is that students are motivated. They need to have an intrinsic interest in what they (plan) learn. Intrinsic interest develops when students can see the practical use of what they are (doing) learning. Most effective way to initiate IBL is through team teaching in small cooperative groups where students focus on the same theme/topic which interests them.

Teacher's role should be an active facilitator in class. If these conditions are met it is a powerful learning.³⁴

In inquiry learning, student will gain many benefits such as:³⁵

- 1) Develop social, language, and reading skills
- 2) Construct their own meaning
- 3) Gain independence in research and learning
- 4) Experience in a high level of motivation and engagement

In this study, there are five phases that must be followed in inquiry instruction. They are:³⁶

1) **Engagement**

The first step serves as an interest approach or motivator. It builds curiosity and provides students direction for the remainder of the lesson. During this stage, the question for investigation is developed, prior knowledge is activated, and procedures, rules, and safety precautions are outlined. Students should be able to immediately transition into the exploration phase. In this stage, the teacher engages the student's curiosity by giving question concept to build their knowledge.

³⁴Prof. Ranbir Singh Malik, e-mail message to writer, May 12, 2012.

³⁵Carol C. Kuhlthau et al., *Guided Inquiry: Learning in the 21st Century* (United States of America: Libraries Unlimited, 2007). p. 6 <http://gen.lib.rus.ec/> (Retrieved on August 25th, 2012)

³⁶5E Models Learning on <http://www5.esc.net/> (Retrieved on April 25th, 2012)

2) Exploration

This stage imitates guided discovery. Students manipulate the materials, make discoveries, and share their findings with classmates and the teacher. The teacher provides scaffolding by observing, questioning, and guiding. In this stage, the students explore the report text based on the instruction given.

3) Explanation

In this stage, teachers invite their students to share their discoveries and explanations. Based on the descriptions provided by the students, teachers introduce relevant concepts, principles, and/or theories. Teachers should encourage students to make connections to their experiences during the exploration phase.

4) Elaboration

Elaboration allows students to create connection between new concepts, principles, theories, and real-world experiences by applying them to a new situation. Small group and classroom discussions continue to play a vital role in the learning process by allowing students to share and defend their understandings and explanations.

5) Evaluation

Evaluation provides teachers an opportunity to assess student's knowledge and provides feedback on performance. Informal assessment and feedback may be provided throughout the inquiry learning process to reassure, encourage, or direct students. Formal assessments, such as tests or projects, provide the teacher with feedback and allow them to determine how much the students have learned from the activities. Students should also be encouraged to utilize self-assessment throughout the learning process.

B. The Relevant Research

This research has relevant with other researchers. A research from Muhammad Rochman in 2010,³⁷he conducted a research entitled "The Implementation of the 5E Model Stage to Build Students' Vocabulary at Balikpapan Foreign language Academy". After conducting his research, he found that after applying 5E model learning (Inquiry-Based Learning) the students who were previously weak in vocabulary comprehension could finally achieve the target targeted by the researcher.

³⁷Muhammad Rochman,"The Implementation of the 5E Model Stage to Build Students' Vocabulary at Balikpapan Foereign Language Academy"(Master Thesis, Universitas Malang, 2010) <http://karya-ilmiah.um.ac.id/index.php/PLS/article/view/6270> (Retrieved on 1st, 2012)

There was 60% of the students in the class who could gain comprehension up to 40 in selecting words from the target of 60 words. The students' achievement or their score significantly increased after being taught by 5E model learning. Therefore, the implementation of the 5E model can be implemented in a vocabulary course.

In 2009, a research was done by Carol Wyatt graduated from Athabasca University entitled "Discourse Analysis of Inquiry-Based Learning for Grade 5 readers" as her partial fulfillment for the degree of Master of Arts.³⁸ The subject of this research was grade 5 class room at Assumption School, a Catholic independent school situated in Powell River, British Columbia. The research was designed to examine pedagogical approaches of Inquiry-Based Learning, reflexivity, and the language-in-use that developed in the dialogue of a given classroom while reading and interacting with texts.

Her research finding was working in classroom environment that presented an educator with a stimulating opportunity to observe and engage with the building of students' proficiency in connection-building and social language building tasks. This inquiry-based learning engaged the students and the teacher in the task of making text-to-text, text-to-word, and text-to-self connection through the vehicle of social language. By this inquiry, the students

³⁸Carol Wyatt, "Discourse Analysis of Inquiry-Based Learning for Grade 5 Readers" (Master Thesis, Athabasca University, 2009). p.63
<http://dtp.r.lib.athabascau.ca/action/download/phpfilename=mais...pdf> (Retrieved on November 14th, September)

could more confidently express their knowledge. Inquiry also employed a collaborative process to answer our personal question, integrating the idea of one person with the thoughts and responses of others person into a more profound knowledge.

In 2007, Dr. Kai Wah Samuel Chu et al.,³⁹ conducted a research entitled, "Primary four students' development of reading ability through Inquiry-Based Learning projects". This case study examined about 140 P4 students from a local Hongkong primary school. This research was to investigate a collaborative instructional approach involving three kinds of teachers in guiding primary 4 (P4) students through two phases of Inquiry based learning projects. The research finding as predicted by researchers, students' reading performance improved through participation in the IBL projects which effected sizes of different parts of the test vary between 0,41 and 0,77, implying a medium to large effect.

Deastrilita also conducted a research in 2010 entitled, "The Effectiveness of K-W-L Technique in Improving Reading Comprehension by Using Analytical Exposition Texts of The second Year Students at SMAN 1

³⁹Dr. Kai Wah Samuel Chau et al., "Primary Four Students' Development of Reading Ability through Inquiry-Based Learning Projects"(2007): 9 <http://kzneducation.gov.za/Portals> (Retrieved on January 1st, 2013)

Pangkalan Kuras”.⁴⁰ She concluded that K-W-L technique showed significant score between the result of class taught by K-W-L and the one which did not. The result informed that K-W-L technique is applicable in improving students’ reading comprehension.

Based on the four relevant researches above, the writer conducted a research entitled, **“The Effects of Using Inquiry Based Learning Technique toward Reading Comprehension on Report Text of The Second Year Students at SMA N 10 Pekanbaru”**.

C. The Operational Concept

Operational concept is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are independent or X variable that refers to The Effect of Using Inquiry Based Learning, and the other is dependent or Y variable that refers to the students’ reading comprehension on report text.

1. The Procedures of using Inquiry-Based Learning Technique are:⁴¹
 - a. The teacher initiates the lesson by engaging the students by giving motivation.
 - b. The teacher asks the students to sit in groups.

⁴⁰Deastrilita, “The Effectiveness of K-W-L Technique in Improving Reading Comprehension by Using Analytical Exposition Texts of the second Year Students at SMAN 1 PangkalanKuras” (S1 Thesis, University of Riau, 2010). p. 51.

⁴¹5E Models Learning

- c. The teacher activates the students' prior knowledge about report text.
 - d. The teacher asks the students to explore the report text by reading the text.
 - e. The teacher asks the students to make an explanation and share it to their friends in group.
 - f. The teacher asks the students together with their group to elaborate the point of their explanation by gathering data to give them more knowledge about report text from many sources.
 - g. Teacher evaluates each student's comprehension by giving them questions in the text in order to assess the students whether or not they get good comprehension in reading a report text.
2. The indicators of students' reading comprehension on report text are as follows:⁴²
- a. Students are able to find the factual information.
 - b. Students are able to find the main idea.
 - c. Students are able to identify references.
 - d. Students are able to find the meaning of vocabulary in context.
 - e. Students are able to make inference from reading text.

⁴² Nurafni. *Op. Cit*, p.9

D. The Assumption and Hypotheses

1. The Assumption

In this research, the writer assumes that the better applying Inquiry-Based learning technique, the better students' reading comprehension on report text at the second year students of SMA Negeri 10 Pekanbaru will be.

2. The Hypotheses

a. The Alternative Hypotheses (H_a)

There is significant effect of using Inquiry-Based Learning towards Reading Comprehension on Report text of the Second Year Students at SMA Negeri 10 Pekanbaru.

b. The Null Hypotheses (H_0)

There is no significant effect of using Inquiry-Based Learning toward Reading Comprehension on Report text of the Second Year Students at SMA Negeri 10 Pekanbaru.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The type of this research was Experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures². In this research, the researcher used quasi-experimental design with non-equivalent control group. It was an appropriate one to this research in order to know the significant effect of using Inquiry Based Learning towards students' reading comprehension on report text at SMAN 10 Pekanbaru.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by using Inquiry Based Learning technique and another one was as a control class taught by using Giving Instruction technique. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' reading comprehension on report text. Then, there

¹Jhon.W.Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008).p. 299

² L.R Gay, *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, 2000). p. 15

were treatments at the middle. So, the design of this research can be illustrated as follows:

Table III.1
The Research Design

1.	Control Class	Pre-test	No treatment	Post-test
2.	Experimental Class	Pre-test	Treatment	Post-test

B. The Location and Time of the Research

The research was conducted at SMAN 10 Pekanbaru that is located at Jln. Bukit Barisan, Tenayan Raya in 2012/2013 of academic year. This research was conducted on 20 of August until 5 of September 2013.

C. The Subject and Object of the Research

The subject of the research was the second year students of SMAN 10 Pekanbaru. The object of this research was using Inquiry based Learning and students' reading comprehension on report text.

D. The Population and Sample of the Research

The population of this research was the second year students of SMAN 10 Pekanbaru in 2012-2013 academic years. It had 9 classes which consisted of 5 classes for science department and 4 classes for social department. The number of the second year students of SMAN 10 Pekanbaru was 313 students.

Table III.2**Total Population at the Second Year Students of SMA Negeri 10 Pekanbaru**

No.	Class	Population		Total
		Male	Female	
1	XI IPA 1	14	21	35
2	XI IPA 2	12	18	30
3	XI IPA 3	11	25	36
4	XI IPA 4	9	21	30
5	XI IPA 5	13	23	36
6	XI IPS 1	22	15	37
7	XI IPS 2	20	16	36
8	XI IPS 3	20	15	37
9	XI IPS 4	16	20	36
Total Population				313

Table III.3**The Sample of the Research**

No	Class	Male	Female	Number of Students
1	XI IPA 2	12	18	30
2	XI IPA 4	9	21	30
	Total	21	39	60

Based on the limitation of the research, the writer took only 2 classes after doing cluster random sampling technique in which XI IPA 4 was as an experimental class and XI IPA 2 was as a control class.

E. The Technique of Collecting Data

In collecting data, the writer used test. The test was distributed to measure the students' reading comprehension in report text. The writer used pre-test and post-test in order to know the effect of using inquiry based learning toward reading comprehension in report text of the second year students at SMA Negeri 10 Pekanbaru. The type of the test was multiple choice tests, which consisted of 30 items. Every multiple choice item consisted of four answer options: a, b, c, and d.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below:

Table III.4
The Classification of Students' Score³

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. The Validity and Reliability of the Test

1. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to students of the second year in the science program. Gay explained validity is concerned with the appropriateness of the interpretations made from test scores.⁴

To know the validity of the test in this research, the researcher used content validity because the topics and questions that were tested were taken from the materials in students' handbooks used by the teacher of English.

³Suharsimi Arikunto, *Dasar-dasarEvaluasiPendidikan* (Jakarta: Bumi Aksara, 2009). p. 245

⁴L.R. Gay and Peter Airasian, *Op Cit.*, p. 161

An instrument is valid if it is able to measure what must be measured. The test is said to be valid if it measures accurately what is intended to measure.⁵ It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:

$$PV = \frac{R}{N}$$

Where:

PV : index of difficulty

R : the number of correct answer

N : students taking test

In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and the test is not too difficult. The standard level of difficulty is $< 0,30$ and $> 0,70$.⁶ It means that the items are accepted if the level of difficulty is between $0,30-0,70$ and rejected if the level of difficulty is below $0,30$ (too difficult) and over $0,70$ (too easy). Therefore, the pre test and posttest used 20 items of questions which were categorized into 5 indicators of listening comprehension. Then, the proportion of correct

⁵Arthur Huges, *Testing for Language Teacher, 2nd Edition* (New York: Cambridge University Press), p.26

⁶SuharsimiArikunto. *Dasar-Dasar Evaluasi Pendidikan (EdisiRevisi)*. (Jakarta: BumiAksara, 2010). p. 208

is represented by “p”, whereas the proportion of incorrect is represented by “q”. It can be seen in the following tables:

Table III.5

The Students are Able to Find Factual Information of Report Text

Variable	Finding Factual Information							N
Item No.	2	7	12	16	21	25	27	30
Correct	19	18	13	19	18	16	21	
P	0.54	0.51	0.37	0.54	0.51	0.46	0.60	
Q	0.46	0.49	0.63	0.46	0.49	0.54	0.40	

Based on the Table III.5 above, the proportion of correct answers for item number **2** shows the proportion of correct **0.54**, item number **7** shows the proportion of correct **0.51**, item number **12** shows the proportion of correct **0.37**, item number **16** shows the proportion of correct **0.54**, item number **21** shows the proportion of correct **0.51**, item number **25** shows the proportion of correct **0.46**, and item number **27** shows the proportion of correct **0.60**. Then based on the standard level of difficulty, all items for finding factual information or “p” are >0.30 and <0.70 . So, the items of finding factual information are accepted.

Table III.6

The Students are Able to Identify Main Idea of Report Text

Variable	Identifying Main Idea of Report Text						N
Item No.	1	6	11	15	20	26	30
Correct	20	22	19	14	12	19	
P	0.57	0.63	0.54	0.40	0.34	0.54	
Q	0.43	0.37	0.46	0.60	0.66	0.46	

Based on the Table III.6 above, the proportion of correct answers for item number **1** shows the proportion of correct **0.57**, item number **6** shows the

proportion of correct **0.63**, item number **11** shows the proportion of correct **0.54**, item number **15** shows the proportion of correct **0.40**, item number **20** shows the proportion of correct **0.34**, and item number **26** shows the proportion of correct **0.54**. Then based on the standard level of difficulty, all items for identifying main idea or “p” is >0.30 and <0.70 . So, the items of identifying main idea are accepted.

Table III.7

The Students are Able to Find the Meaning of Vocabulary of the Report Text

Variable	Finding the Meaning of Vocabulary of the Report text						N
Item No.	5	10	14	19	24	30	30
Correct	16	18	14	13	12	15	
P	0.46	0.51	0.40	0.37	0.34	0.43	
Q	0.54	0.49	0.60	0.63	0.66	0.57	

Based on the Table III.7 above, the proportion of correct answers for item number **5** shows the proportion of correct **0.46**, item number **10** shows the proportion of correct **0.51**, item number **14** shows the proportion of correct **0.40**, item number **19** shows the proportion of correct **0.37**, item number **24** shows the proportion of correct **0.34**, and item number **30** shows the proportion of correct **0.43**. Then based on the standard level of difficulty, all items for finding the meaning of vocabulary or “p” are >0.30 and <0.70 . So, the items of finding the meaning of vocabulary are accepted.

Table III.8**The Students are Able to Identity Reference of Report Text**

Variable	Identifying Reference of the Report Text					N
Item No.	4	9	18	23	29	30
Correct	19	18	18	20	18	
P	0.54	0.51	0.51	0.57	0.51	
Q	0.46	0.49	0.49	0.43	0.49	

Based on the Table III.8 above, the proportion of correct answers for item number **4** shows the proportion of correct **0.54**, item number **9** shows the proportion of correct **0.51**, item number **18** shows the proportion of correct **0.51**, item number **23** shows the proportion of correct **0.57**, and item number **29** shows the proportion of correct **0.51**. Then based on the standard level of difficulty, all items for identifying reference or “p” are >0.30 and <0.70 . So, the items of identifying reference of vocabulary are accepted.

Table III.9**The students are Able to Identify Inference of the Report Text**

Variable	Identifying Inference of Report the Text						N
Item No.	3	8	13	17	22	28	30
Correct	21	20	16	20	12	19	
P	0.60	0.57	0.46	0.57	0.34	0.54	
Q	0.40	0.43	0.54	0.43	0.66	0.46	

Based on the Table III.9 above, the proportion of correct answers for item number **3** shows the proportion of correct **0.60**, item number **8** shows the proportion of correct **0.57**, item number **13** shows the proportion of correct **0.46**, item number **17** shows the proportion of correct **0.57**, item number **22** shows the proportion of correct **0.34**, and item number **28** shows the proportion of correct **0.54**. Then based on the standard

level of difficulty, all items for identifying inference or “p” are >0.30 and <0.70 . So, the items of identifying inference are accepted.

2. Reliability

Brown says that, reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes term consistency.⁷ Meaning that, the test is reliable when an examiner’s results are consistent on repeated measurement.

To obtain the reliability of the test, it must know the mean and standard deviation of test. Reliability in general refers to appropriateness of a given test of its component part as a measure of what it was purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The reliability coefficients for good identified kinds of structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00. According to Arikunto, there are the interpretations of reliability as follows:⁸

- a. 0.800 - 1.000 : very high
- b. 0.600 - 0.800 : high
- c. 0.400 - 0.600 : enough

⁷ H. Douglass Brown, *Language Assesment: Principles and Classroom Practices*. (New Rock: Pearson Education Inc, 2003), p.19

⁸ Suharsimi Arikunto, *Op.Cit.*, p. 65

- d. 0.200 - 0.400 : low
- e. 0.000 - 0.200 : very low

To obtain the reliability of the test given, the writer used the formula KR20 as follows:

$$r_i = \frac{k}{(k-1)} \frac{s_t^2 - \sum p_i q_i}{s_t^2}$$

Where:

- k : number of items in the instrument
- p_i : proportion of subject who answered the item correctly
- q_i : proportion of subject who answered the item wrong (1-p_i)
- p_iq_i : the multiplication result between p and q
- S_t² : total variance⁹

Firstly the writer calculates the total variance:

$$S_t^2 = \frac{x^2}{n}$$

Where:

- n : number of respondents

$$\begin{aligned} x^2 &= \sum x t^2 - \frac{(\sum x t)^2}{n} \\ &= 9114 - \frac{(504)^2}{30} \end{aligned}$$

⁹Sugiyono. *Statistik untuk Penelitian* (Bandung: Alfabeta, 2007), p.359

$$= 9114 - \frac{254016}{30}$$

$$= 9114 - 8467.2$$

$$= 646.8$$

$$s_t^2 = \frac{646.8}{30}$$

$$= 21,56$$

$$r_i = \frac{k}{(k-1)} \frac{s_t^2 - \sum p_i q_i}{s_t^2}$$

$$r_i = \frac{30}{(30-1)} \frac{21.56 - 7.29}{21.56}$$

$$r_i = \frac{30}{29} \frac{14.27}{21.56}$$

$$r_i = 1.034 \times 0.661$$

$$\mathbf{r_i = 0.683}$$

Based on the result above, the reliability value is **0.683** categorized as high category.

It also can be depicted that to know whether the test is reliable or not, the value of r_i must be compared with r product moment. The value of r_i is must be higher than r table. From the calculation above the value of r_i is 0.683. Then the significant the r table at 5% grade of significance is 0.349. While r table at 1% grade of significance is

0.449. So, it can be conclude that $0.349 < 0.683 > 0.449$. On the other word, the instrument is reliable because the value of r_i is higher than r table.

G. The Technique of Analyzing Data

To find out whether there is significant effect or there is no significant effect among two or more variables can be analysed by using Independent Sample t_{test} .¹⁰ Gay also added that the t-test for independent sample is used to determine whether there is probably a significant effect between the means of two independent samples.¹¹ In this research, the writer analyzed by using SPSS 16.

The t_{table} has the function to see if there is a significant effect among the mean of the score of both experimental and control group. The t_{observed} score is consulted with the value of t_{table} at the degree of freedom (df) = $(N_1 + N_2) - 2$ which is statically hypothesis:

$$H_a: t_{\text{observed}} > t_{\text{table}}$$

$$H_o: t_{\text{observed}} < t_{\text{table}}$$

H_a is accepted if $t_o > t_{\text{table}}$ or there is effect of using Inquiry-based Learning toward reading comprehension on report text. H_o is accepted if $t_o <$

¹⁰Hartono, *Statistik Untuk Penelitian* (Pekanbaru: Pustaka Pelajar, 2010), p.177

¹¹L.R Gay, *Op.Cit.*, p. 484

t-table or there is no effect of using Inquiry-based learning toward reading comprehension on report text.

This section presents the statistical result followed by the discussion about teaching by using Inquiry-based learning toward reading comprehension on report text at the second year students of SMA Negeri 10 Pekanbaru. The data were divided into two groups, they were experimental and control groups scores. To analyze the data in chapter III, the following statistically formula was used to get the main score (M) and the standard deviation (SD). The result of both mean score and standard deviation were using the formula:

$$M_x = \frac{\sum x}{N} \quad \text{The formula for experiment group}$$

$$M_y = \frac{\sum Y}{N} \quad \text{The formula for control group.}$$

The formula for the Standard Deviation:

$$SD_x = \frac{\sum x^2}{N} \quad \text{The formula of deviation for experiment group.}$$

$$SD_y = \frac{\sum y^2}{N} \quad \text{The formula of deviation for control group.}$$

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of The Research Procedures

This reasearch was aimed to obtain the significant effect of using inquiry based learning technique towards students' reading comprehension on report text of the second year students at SMA Negeri 10 Pekanbaru. The data were taken from students' post test scores of experimental and control class. The experimental class had been taught by using inquiry based learning technique while the control class had been taught by using giving instruction technique.

The writer tried one of the second year classes before taking the data, in order to prove whether the test was reliable or not. The writer obtained 0.683 for the reliability of the test. It meant that the test was highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 4) and control class (XI IPA 2). The writer asked the students to answer thirty questions related to report text. Then, the writer gave treatments to experimental and control class. Afterwards the writer gave the post-test for both experimental and control class.

The total of pre-test and posttest for both classes were different. The total score of pre-test in experimental class was 1773, while the highest score was 83 and the lowest score was 37. The total score of pre-test in control was 1748, while the highest score was 80 and the lowest score was 37. The total score of post-test

in experimental class was 2186, while the highest score was 83 and the lowest score was 60. The total score of post test in control class was 1973, while the highest score was 83 and the lowest score was 43.

B. The Data Presentation

The data of this research were obtained from the students' pre-test and post-test scores. The writer gave pre-test before giving the treatments and post-test after giving the treatments. The writer used multiple choice consisting of 20 questions.

1. The Data Presentation of Reading Comprehension on Report Text before Being Taught by Using Inquiry Based Learning Technique for Experimental Class and Giving Instruction Technique for Control Class of the Second Year Students at SMA Negeri 10 Pekanbaru

The data of reading comprehension on report text before being taught by using inquiry based learning technique for experimental class and giving instruction technique for control class were obtained from students' pre-test score in both of classes consisting of 30 items of reading comprehension test. The data can be seen from the table below:

Table IV.1
Students' Reading Comprehension Pre-test Score

No	Students	Pre-test Score	
		Experimental Class	Control Class
1	Student 1	83	47
2	Student 2	70	50
3	Student 3	73	57
4	Student 4	70	80
5	Student 5	60	57
6	Student 6	67	57
7	Student 7	67	63
8	Student 8	57	70
9	Student 9	60	60
10	Student 10	70	57
11	Student 11	50	60
12	Student 12	63	53
13	Student 13	57	57
14	Student 14	70	57
15	Student 15	60	50
16	Student 16	53	57
17	Student 17	60	73
18	Student 18	50	73
19	Student 19	53	53
20	Student 20	57	60
21	Student 21	63	60
22	Student 22	50	57
23	Student 23	50	53
24	Student 24	50	53
25	Student 25	57	67
26	Student 26	53	53
27	Student 27	37	67
28	Student 28	53	37
29	Student 29	60	50
30	Student 30	63	60
Total		$\Sigma=1786$	$\Sigma= 1748$
Mean		59.53	58.27

From the table above, there were 30 respondents in experimental class and 30 respondents in control class. The calculation of total pre-test scores of experimental

class was 1786 and the calculation of total pre-test score of control class was 1748. The mean of pre-test score of experimental class was 59.53 and the mean of pre-test scores in control class was 58.27. From the pre-test scores of the experimental class, the highest score was 83 and the lowest score was 37. Meanwhile for the control class, the highest score was 80 and the lowest score was 37.

The frequency distribution of pre-test scores in experimental class was obtained by using SPSS 16 as follows:

Table IV.2
The Frequency Distribution of Reading Comprehension Test (Pre-Test) in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.3	3.3	3.3
	50	5	16.7	16.7	20.0
	53	4	13.3	13.3	33.3
	57	4	13.3	13.3	46.7
	60	5	16.7	16.7	63.3
	63	3	10.0	10.0	73.3
	67	2	6.7	6.7	80.0
	70	4	13.3	13.3	93.3
	73	1	3.3	3.3	96.7
	83	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.2, it can be seen that the frequency of interval 37 was 1 student (3.3%), the frequency of interval 50 was 5 students (16.7%), the frequency of interval 53 was 4 students (13.3%), the frequency of interval 57 was 4 students (13.3%), the frequency of interval 60 was 5 students (16.7%), the frequency of interval 63 was 3 students (10%), the frequency of interval 67 was 2 students (6.7%), the frequency of interval 70 was 4 students (13.3%), the frequency of interval 73 was 1 student (3.3%), and the frequency of interval 83 was 1 student (3.3%).

To determine more about the pre-test score of experimental class consisting of 30 respondents of the second year students at SMA Negeri 10 Pekanbaru, the writer described it in the following histogram which was obtained from the output of SPSS 16:

Histogram IV.1
The Result of Pre-test Score of Experimental Class

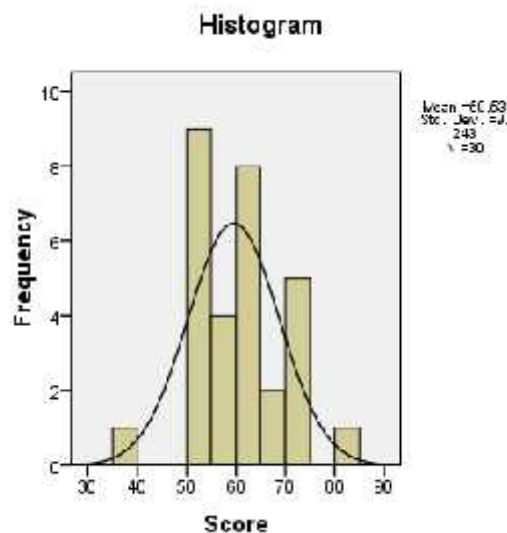


Table IV.3
The Classification of Control Group's Reading Comprehension Pre-test Score of the Second Year Students at SMA 10 Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	1	3.3%
2	Good	66-79	7	23.4%
3	Enough	56-65	12	40%
4	Less	40-55	9	30%
5	Fail	30-39	1	3.3-
Total			30	100%

Based on the table IV.3, it can be seen that there were 5 categories for students' reading comprehension pre-test score of experimental class. The frequency of Very Good category was 1 student (3.3%), the frequency of Good category was 7 students (23.4%), the frequency of Enough category was 12 students (40%), the frequency of Less category was 9 students (30%), and the frequency of Fail category was 1 student (3.3%). The table showed that the highest percentage of students' classification of reading comprehension pre-test score of experimental class was 40%. Thus, the majority of the students in experimental class before being taught by using inquiry based learning technique were classified into Enough category.

Then, the frequency distribution of pre-test score in control class was obtained by using SPSS 16 as follows:

Table IV.4
The Frequency Distribution of Reading Comprehension Test (Pre-test) in
Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.3	3.3	3.3
	47	1	3.3	3.3	6.7
	50	3	10.0	10.0	16.7
	53	5	16.7	16.7	33.3
	57	8	26.7	26.7	60.0
	60	5	16.7	16.7	76.7
	63	1	3.3	3.3	80.0
	67	2	6.7	6.7	86.7
	70	1	3.3	3.3	90.0
	73	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.4, it can be seen that the frequency of interval 37 was 1 student (3.3%), the frequency of interval 47 was 1 student (3.3%), the frequency of interval 50 was 3 students (10%), the frequency of interval 57 was 8 students (26.7%), the frequency of interval 60 was 5 students (16.7%), the frequency of interval 63 was 1 students (3.3%), the frequency of interval 67 was 2 students (6.7%), the frequency of interval 70 was 1 student (3.3%), the frequency of interval 73 was 2 student (6.7%), and the frequency of interval 80 was 1 student (3.3%).

To determine more about the pre-test scores of control class consisting of 30 respondents of the second year students at SMA Negeri 10 Pekanbaru, the writer described it in the following histogram which was obtained from output of SPSS 16:

Histogram IV.2
The Result of Pre-test Score of Control Class

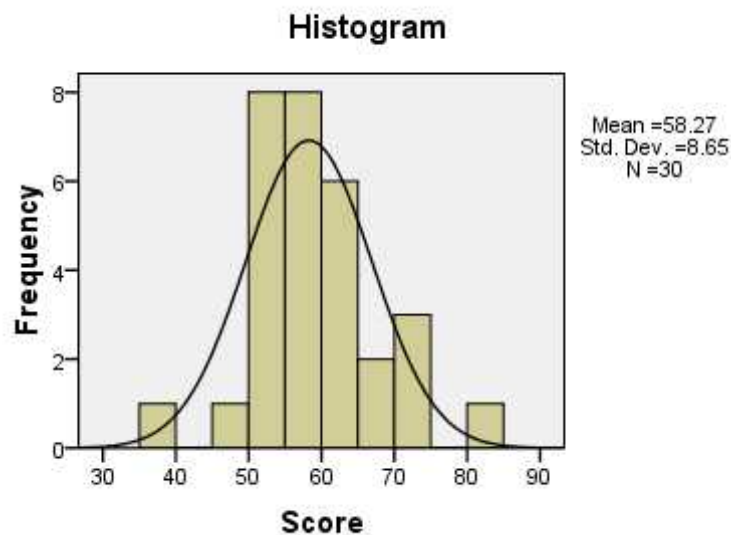


Table IV.5
The Classification of Reading Comprehension Pre-test Score of the Second Year Students at SMA Negeri 10 Pekanbaru (Control Class)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	1	3.3%
2	Good	66-79	5	16.67%
3	Enough	56-65	14	46.67%
4	Less	40-55	9	30%
5	Fail	30-39	1	3.3%
Total			30	100%

Based on the table IV.5, it can be seen that there were 5 categories for students' reading comprehension pre-test score of control class. The frequency of Very Good

category was 1 student (3.3%), the frequency of Good category was 5 students (16.67%), the frequency of Enough category was 14 students (46.67%), the frequency of Less category was 9 students (30%), and the frequency of Fail category was 1 student (3.3%). The table showed that the highest percentage of students' classification of reading comprehension pre-test score of control class was 46.67%. Thus, the majority of the students' reading comprehension in control class before being taught by using giving instruction technique was classified into Enough category.

2. The Data Presentation of Reading Comprehension on Report Text after Being Taught by Using Inquiry Based Learning Technique for Experimental Class and Giving Instruction Technique for Control Class of the Second Year Students at SMA Negeri 10 Pekanbaru

The data of reading comprehension after being taught by using inquiry based learning technique for experimental class and giving instruction technique for control class were obtained from students' post-test score in both of classes consisting of 30 items of reading comprehension test. The descriptions of the data were as follows:

Table IV.6
Students' Reading Comprehension Post-test Score

No	Students	Post-test Score	
		Experimental Class	Control Class
1	Student 1	83	63
2	Student 2	83	60
3	Student 3	83	67
4	Student 4	83	83
5	Student 5	83	57
6	Student 6	67	70
7	Student 7	67	63
8	Student 8	70	77
9	Student 9	73	67
10	Student 10	80	53
11	Student 11	60	70
12	Student 12	80	60
13	Student 13	70	57
14	Student 14	80	63
15	Student 15	63	60
16	Student 16	77	53
17	Student 17	73	83
18	Student 18	73	77
19	Student 19	70	70
20	Student 20	67	70
21	Student 21	70	57
22	Student 22	67	73
23	Student 23	77	70
24	Student 24	70	67
25	Student 25	77	73
26	Student 26	60	70
27	Student 27	60	77
28	Student 28	70	43
29	Student 29	73	47
30	Student 30	80	70
Total		$\Sigma=2189$	$\Sigma= 1970$
Mean		72.97	65.27

From the table above, there were 30 respondents in experimental class and 30 respondents in control class. The calculation of total post-test scores of experimental class was 2189 and the calculation of total post-test scores of control class was 1970.

The mean of pre-test scores of experimental class was 72.97 and the mean of pre-test scores of control class was 65.27. From the pre-test scores of the experimental class, the highest score was 83 and the lowest score was 60. Meanwhile for the control class, the highest score was 83 and the lowest score was 47.

The frequency distribution of post-test scores in experimental class was obtained by using SPSS 16 as follows:

Table IV.7
The Frequency Distribution of Reading Comprehension Test (Post-test) in Experimental Class

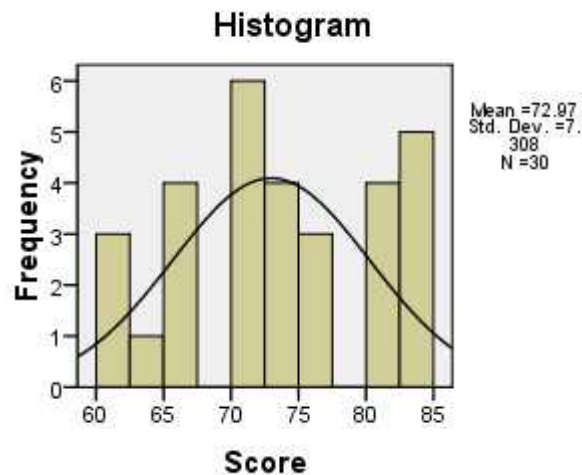
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.0	10.0	10.0
	63	1	3.3	3.3	13.3
	67	4	13.3	13.3	26.7
	70	6	20.0	20.0	46.7
	73	4	13.3	13.3	60.0
	77	3	10.0	10.0	70.0
	80	4	13.3	13.3	83.3
	83	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table IV.7, it can be seen that the frequency of interval 60 was 4 students (10%), the frequency of interval 63 was 1 student (3.3%), the frequency of interval 67 was 4 students (13.3%), the frequency of interval 70 was 6 students (20%), the frequency of interval 73 was 4 students (13.3%), the frequency of interval 77 was 3 students (10%), the frequency of interval 80 was 4 students (13.3%), the frequency of interval 83 was 5 students (16.7%).

73 was 4 students (13.3%), the frequency of interval 77 was 3 students (10%), the frequency of interval 80 was 4 student (13.3%), and the frequency of interval 83 was 5 students (16.67%).

To determine more about the post-test score in experimental class consisting of 30 respondents of the second year students at SMA Negeri 10 Pekanbaru, the writer described it in the following histogram which was obtained from output of SPSS 16:

Histogram IV.3
The Result of Post-test Score of Experimental Class



Then, the writer also classified the post-test result of experimental class to know the category of the students' reading comprehension score. The classification of experimental group reading comprehension can be seen from the following table:

Table IV.8
The Classification of Reading Comprehension Post-test Score of the Second Year Students at SMA Negeri 10 Pekanbaru (Experimental Class)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	9	30%
2	Good	66-79	17	56.67%
3	Enough	56-65	4	13.33%
4	Less	40-55	0	0%
5	Fail	30-39	0	0%
Total			30	100%

Based on the table IV.8, it can be seen that there were 5 categories of students' reading comprehension in experimental class. The frequency of Very Good category was 9 students (30%), the frequency of Good category was 17 students (56.67%), the frequency of Enough category was 4 students (13.33%), and there were no students categorized into Less and Fail category. The table showed that the highest percentage of students' classification of reading comprehension was 56.67%. Thus, the majority of the students in experimental class were classified into Good category.

The frequency distribution of post-test score in control class was obtained by using SPSS 16 as follows:

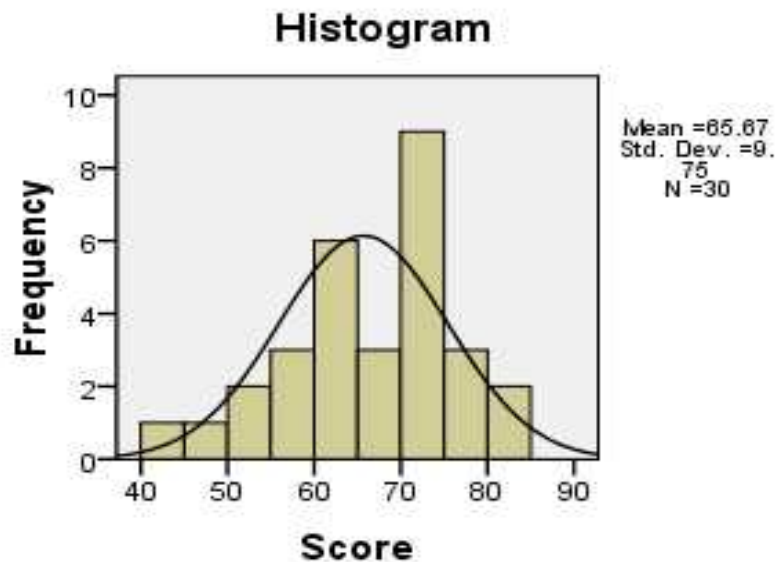
Table IV.9
The Frequency Distribution of Reading Comprehension Test (Post-test) in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	3.3	3.3	3.3
	47	1	3.3	3.3	6.7
	53	2	6.7	6.7	13.3
	57	3	10.0	10.0	23.3
	60	3	10.0	10.0	33.3
	63	3	10.0	10.0	43.3
	67	3	10.0	10.0	53.3
	70	7	23.3	23.3	76.7
	73	2	6.7	6.7	83.3
	77	3	10.0	10.0	93.3
	83	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table IV.9, it can be seen that the frequency of interval 43 was 1 student (3.3%), the frequency of interval 47 was 1 student (3.3%), the frequency of interval 53 was 2 students (6.7%), the frequency of interval 57 was 3 students (10%), the frequency of interval 60 was 3 students (10%), the frequency of interval 63 was 3 students (10%), the frequency of interval 67 was 3 students (10%), the frequency of interval 70 was 7 students (23%), the frequency of interval 73 was 2 students (6.7%), the frequency of interval 77 was 3 students (10%) and the frequency of interval 83 was 2 students (6.7%).

To determine more about the post-test score of control class consisting of 30 respondents of the second year students at SMA Negeri 10 Pekanbaru, the writer described it in the following histogram which was obtained from output of SPSS 16:

Histogram IV.4
The Result of Post-test Score of Control Class



Then, the writer was also classified the post-test result of control class to know the category of the students' reading comprehension score. The classification of control group reading comprehension can be seen from the following table:

Table IV.10
The Classification of Reading Comprehension Post-test Score of the Second Year Students at SMA Negeri 10 Pekanbaru (Control Class)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	6.67%
2	Good	66-79	15	50%
3	Enough	56-65	9	30%
4	Less	40-55	4	13.33%
5	Fail	30-39	0	0%
Total			30	100%

Based on the table IV.10, it can be seen that there were 5 categories of students' reading comprehension in experimental class. The frequency of Very Good category was 2 students (6.67%), the frequency of Good category was 15 students (50%), the frequency of Enough category was 9 students (30%), the frequency of Less category was 4 students (13.33%) and there were no students categorized into Fail category. The table showed that the highest percentage of students' classification of reading comprehension was 50%. Thus, the majority of the students in control class were classified into Good category.

3. The Homogeneity of the Test

The homogeneity of the testia done to know whether the samples are homogeneous or not.¹In this research, the researcher used SPSS 16.0 to find out the homogeneity of the test by following steps:

- a. Open SPSS program

¹SofyanSiregar, *StatistikParametrikuntukPenelitianKuantitatif*, (Jakarta:BumiAksara, 2013), p. 174-175

- b. In variable view, in the first line, type “student”, in second line type “class” and in third line type “score”. Score means score of pre-test
- c. In column *type*, in the first line, click *string*
- d. Decimal column, replace by null
- e. In column values, in the second line, click small box, and in the *value* box, type “1” and in the label, type “experimental class”. Then, click *add*, after that in the *value*, type “2” and in the label, type “control class”. Then click *add*
- f. Click *ok* and in the *measure*, the first and second line, change with “Nominal”
- g. In *data view*, fill the data based on the variable. In “student”, type “1-60” . In “class”, type code “1” and “2”. 1 is for experimental class and 2 is for control class. Each number is typed in 30 boxes. In “Score”, fill with the pre-test score of students
- h. Click *analyze, compare means, one way anova*. In *dependent list*, entry *score* and in *factor*, entry *class*. Then click *ok*
- i. Click *options*, in *statistics*, click *homogeneity of variances test*. Click *continue* and *ok*. Then the output can be seen as follows:

Table IV.11
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.38	1	58	.846

By orienting to the table above, it can be seen that the *significance* was 0.846. It showed that $Sig > = 0.846 > 0.05$, it can be concluded that both of groups data are homogeneous.

C. The Analyzing Data

Before finding the significant effect of using Inquiry Based Learning technique toward reading comprehension on report text of the second year students at SMA Negeri 10 Pekanbaru, the writer aimed to show the significant difference of students' reading comprehension on report text of both classes before being taught by using Inquiry Based Learning technique for experimental class and Giving Instruction teaching technique for control class. To determine it, the writer took the data from the results of pre-test from both of classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of experimental class and control class can be seen from the following table:

Table IV.12
Mean, Median, and Standard Deviation of Pre-test in experimental and Control Class

Class	Mean	Median	Standard Deviation
Pre-test of Experimental Class	59.53	55.00	9.243
Pre-test of Control Class	58.27	57.00	8.65

Then, the mean of pre-test from experimental and control class are classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follows:

Table IV.13
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of pre-test of experimental classes was 59.53. It meant the students' reading comprehension taught before using inquiry based learning technique for experimental class was categorized into Enough category. Meanwhile, the mean of pre-test of control class was 58.27. It meant that the students' reading comprehension taught before using giving instruction technique for control class was categorized into Enough category. The pre-test score of both experimental class and control class was classified into Enough category.

In order to determine the data analysis of the differences of the students' reading comprehension taught before using inquiry based learning technique for experimental class and giving instruction technique for control class, the writer used independent sample t-test by using SPSS 16. The data of t-test can be seen from the table as follow:

Table IV.14
The Result of t-test from Pre-test Score of Experimental and Control Class
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	1	30	59.53	9.243	1.688
Control Class	2	30	58.27	8.65	1.579

The output of group statistics showed that the pre-test mean of the experimental class was 59.53 and the pre-test mean of the control class was 58.27 and N (number of the case) was 30 for experimental class and 30 for control class. The standard deviation for experimental class was 9.243 and the standard deviation for control class was 8.65, standard error mean of experimental class was 1.688 and standard error mean of the control class was 1.579.

Furthermore, in determining whether there was or there was no significant difference of students' reading comprehension before being taught by using inquiry based learning technique for experimental class and giving instruction technique for control class, the writer used Independent t-test by using SPSS 16. The data were from students' reading pre-test score in both of experimental and control classes. The description of t-test was described in the following table.

Table IV.15
Independent Sample Test from Pre-test Score of Experimental and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score									
Equal variances assumed	.316	.576	.548	58	.586	1.267	2.311	-3.360	5.893
Equal variances not assumed			.548	57.747	.586	1.267	2.311	-3.360	5.894

From the table IV.15 above, the output of independent sample test showed that the t-test result was 0.548, its df was 58, significance was 0.586, mean difference was 1.267, standard error was 2.311, the lower difference interval was -3.360 and the upper difference interval was 5.893.

In interpreting the t_o , the writer used two ways:

1. By comparing t_o (t-obtained) to t_{table} . From $df=58$, the level of significance of 5% was 2.00 and the level of significant 1% was 2.65. It can be seen that $2.00 > 0.576 < 2.65$. It meant that null hypothesis (H_o) was accepted, while the alternative hypothesis (H_a) was rejected.
2. By orienting number of significance. If probability > 0.05 , null hypothesis (H_o) is rejected. If probability $< 0,05$ alternative hypothesis (H_a) is accepted.

Because the significance was $0.586 > 0.05$, thus, H_0 was accepted while H_a was rejected.

So, there was no significant difference of reading comprehension before being taught by using inquiry based learning technique for experimental class and giving instruction technique for control class of the second year students at SMA Negeri 10 Pekanbaru. It meant that both experimental class and control class were quietly equal.

Then after knowing reading comprehension on report text before being taught by using inquiry based learning technique for experimental class and giving instruction technique for control class of the second year students at SMA Negeri 10 Pekanbaru, the writer found out the significant effect of using inquiry based learning technique towards students' reading comprehension of the second year students at SMA Negeri 10 Pekanbaru. The writer used independent sample t-test by using SPSS 16 comparing students' post-test score of both experimental class and control class. The data of t-test can be seen from the table as follows:

Table IV.16

The Result of t-test from Post-test Score of Experimental and Control Class
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class 1	30	72.97	7.308	1.334
Control Class 2	30	65.27	9.750	1.780

The output of group statistics showed that the post-test mean of the experimental class was 72.97 categorized as Good Category and the post-test mean of the control class was 65.27 categorized as Enough category and N (number of the case) was 30 for experimental class and 30 for control class. The standard deviation for experimental class was 7.308 and the standard deviation for control class was 9.750, standard error mean of experimental class was 1.334 and standard error mean of the control class was 1.780.

Furthermore, in determining whether there was a significant effect of using inquiry based learning technique towards reading comprehension of the second year students at SMA Negeri 10 Pekanbaru, the writer used Independent sample t-test by using SPSS 16. The data were from students' reading post-test scores in both of experimental and control class. The description of t-test was described in the following table.

Table IV.17
Independent Sample Test from Post-test Score of Experimental and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.083	.154	3.281	58	.002	7.300	2.225	2.847	11.753
Equal variances not assumed			3.281	53.770	.002	7.300	2.225	2.839	11.761

Based on the output of SPSS above, independent-sample t-test shows Levene's test to know the same of variance.² The output of independent sample test showed that the t-test result or obtained was 3.281, its df was 58, significant was 0.002, mean difference was 7.300, standard error was 2.225, the lower different interval is 2.847 and the upper different interval was 11.753.

Thus, in interpreting t_0 , the writer used two ways:

² Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), p. 159

1. By orienting number of significance. If probability or significance $> 0,05$, null hypothesis (H_0) is accepted. If probability $< 0,05$ alternative hypothesis (H_a) is accepted. Because the significance was $0,002 < 0,05$, thus, (H_0) was rejected while (H_a) was accepted.
2. By comparing t_o (t-obtained) to t_{table} . From $df=58$, the level of significance of 5% was 2.00 and the level of significant 1% was 2.65. It can be seen that $2,00 < 3,281 > 2,65$. Because t-result was higher than t-table, it means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

Then, the writer found the percentage of significant effect of using inquiry based learning technique toward comprehension on report text of the second year students at SMA Negeri 10 Pekanbaru by looking for the coefficient effect as follows:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{(3,281)^2}{(3,281)^2 + 30 - 2}$$

$$r^2 = \frac{10,77}{10,77 + 30 - 2}$$

$$r^2 = 0,28$$

$$kp = r^2 \times 100\%$$

$$kp = 0,28 \times 100\% = 28\%$$

Based on the score of t-obtained and gained from SPSS 16, it shows that t_o was higher than t_{table} . The finding of t_o was 3.281 while the level significance of 5% was 2.00 and the level significance of 1% was 2.65. It showed that $2.00 < 3.281 > 2.65$. Therefore, the writer can conclude that H_a was accepted and H_o was rejected. The percentage of the significant effect was 28%. In other words, it can be concluded that there was significant effect of using inquiry based learning technique towards reading comprehension on report text of the second year students at SMA Negeri 10 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

There are two conclusions of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension taught by using Inquiry-Based Learning, the mean of students' score after being taught by using Inquiry-Based Learning was 72.97, and categorized as Good level. While the students' reading comprehension taught without using Inquiry-Based Learning, the mean of students' score after being taught without using Inquiry-Based Learning was 65.27, and categorized as Enough level. So, the students' ability in comprehending the report text taught by using inquiry based learning is higher than without using inquiry based learning of the second year students of SMA Negeri 10 Pekanbaru.
2. The second is to find out whether there is significant effect of using Inquiry-Based Learning towards reading comprehension, the writer found the significant score of reading comprehension between students who were taught by using Inquiry-Based Learning and those who were taught without using Inquiry-Based Learning that was 3,281. It was compared with level of significance 5% (2,00) and 1% (2,65) and can be read $2.00 < 3.281 > 2.65$. Then, it indicated that H_a was accepted while H_o was rejected. Thus, there was significant effect of using Inquiry-Based Learning

toward reading comprehension of the second year students at SMA Negeri 10 Pekanbaru.

B. Suggestion

After conducting the research and considering the effect of using Inquiry-based Learning toward reading comprehension on report text of the second year students at SMA N 10 Pekanbaru, the writer would like to give some suggestion as follows:

1. Suggestion for the School:

- a. It is recommended to the school to do trainings for the teacher of English, especially about the training of teaching techniques or strategies, so that, it will enrich and increase teachers' knowledge.
- b. The principle of SMA Negeri 10 Pekanbaru is expected to complete the facility of teaching learning process.

2. Suggestion for the Teacher of English:

- a. It is recommended to teacher to use Inquiry-based learning in teaching reading report text as alternative teaching technique.
- b. The teacher should be creative to create a joyful teaching and learning process over and over again, in order that the students are not bored. So, the teaching and learning process will be more fun, , interesting, and the students will be highly motivated.

3. Suggestion for the students:

- a. The students should read a lot in order to habituate them to read English.
- b. The students should be more discipline, creative, to find the way how they can read English easily at school and especially at home.

Finally, the writer considers that this study still needs validation from other researchers that have the same topic as this study.

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