

**THE EFFECT OF USING INQUIRY CHART (I-CHART)
STRATEGY TOWARD READING COMPREHENSION
IN REPORT TEXT OF THE SECOND YEAR
STUDENTS AT MA. DAARUN
NAHDHAH THAWALIB
BANGKINANG**



BY

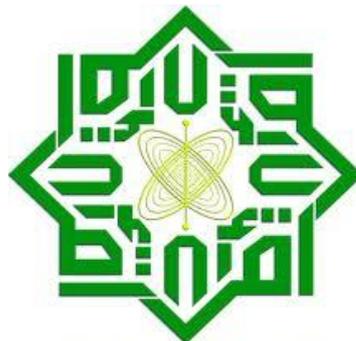
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PEKANBARU
1434 H/2013 M**

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NAHDHAH THAWALIB
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Thesis

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



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ABSTRAK

Dian Pariska (2012): “Pengaruh Penggunaan Inquiry Chart (I-Chart) Strategi terhadap Pemahaman Membaca Teks Laporan pada Siswa Kelas Dua di MA. Daarun Nahdhah Thawalib Bangkinang.”

Berdasarkan hasil observasi yang dilakukan peneliti sebelum pembuatan skripsi, peneliti menemukan permasalahan di dalam proses pembelajaran khususnya di pengajaran pemahaman membaca siswa. Permasalahan ini disebabkan oleh beberapa faktor, comtoh nya; Siswa mengalami kesulitan dalam mengidentifikasi ide pokok dari teks laporan dan siswa mengalami kesulitan dalam memahami sebuah teks laporan. Oleh karena itu peneliti ingin melakukan penelitian ini.

Tujuan penelitian ini adalah untuk mengetahui bagaimana pemahaman membaca siswa yang diajarkan dengan menggunakan strategi inquiry chart (i-chart) dan tanpa menggunakan strategi inquiry chart (i-chart) dan juga untuk mengetahui apakah ada pengaruh yang signifikan terhadap penggunaan strategi inquiry chart untuk peningkatan pemahaman membaca siswa kelas 2 di MA.Daarun Nahdhah Thawalib Bangkinang. Sampel dari penelitian ini adalah siswa jurusan IPS.

Penelitian ini adalah penelitian eksperiment, tepatnya quasi eksperiment yang jenisnya non-equivalen control group. Dalam penelitian ini, kelas eksperiment mendapatkan perlakuan (treatment) sebanyak enam kali pertemuan. Instrument penelitian ini adalah dengan memberikan teks. Para pesertanya adalah siswa kelas dua MA.Daarun Nahdhah Thawalib Bangkinang.

Temuan penelitian menunjukkan bahwa ada pengaruh dari penggunaan strategi Inquiry Chart (I-Chart) terhadap pemahaman membaca teks laporan pada anak kelas dua MA. Daarun Nahdhah Thawalib Bangkinang.

Dapat di simpulkan bahwa ada pengaruh yang signifikan dari penggunaan startegi Inquiry Chart (I-Chart) terhadap pemahaman membaca teks laporan pada siswa kelas dua di MA. Daarun Nahdhah Thawalib Bangkinang.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Almighty, The Lord of Universe, by His guidance and blessing, the writer has finished and completed this academic requirement for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

In conducting this research and writing this thesis, the writer got suggestions, encouragements, motivation, and supports from many sides. Therefore, the researcher would like to express the great thanks to:

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Finally, the researcher realizes that there are many weaknesses in this thesis. Thus, comments, critiques, suggestions and advices are needed in order to improve this thesis. May Allah Almighty bless them all. Amin....

Pekanbaru, Oktober, 2012

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

Reading is one of the skills that should be mastered by the students. It is very important to get information through many kinds of books or passages. There are four language skills that should be mastered; they are listening, speaking, reading, and writing. One of those skills is reading, as we know that reading is the key of the world and key of the success, Trelease in Debra L. Cook Hirai states that “The more we read, the better we get at it, the better we get at it, the more we like it, and the more we like it, the more we do it”.¹ The reading skill becomes very important in educational field. Therefore, the students need to be exercised and trained in order to have a good reading skill not only that but also with reading, the students can increase their knowledge and know many things.

Reading is also an interactive processing that goes on the reader and the text, resulting in comprehension, most of the students like reading, but there are many students who do not like reading, even they cannot understand what they read and do not comprehend the material they read. Patel states that “Reading is an active process which consists of recognition and comprehension skill”.² Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and

¹ Hirai, Debra L. Cook., et.al. *Academic Language / Literacy Strategies for Adolescents*. New York: Routledge, 2010. p.75

² *Ibid.* p.113

involvement with written language.³ Therefore, reading is very necessary to widen the mind and gain understanding and expanding knowledge of a language.

In teaching and learning process of English, reading has to be mastered by all of English learners because it is a practiced skill for the students. As a language skill that has to be mastered by the students, reading by comprehending is difficult but it also becomes a challenging activity for the students to be more serious in reading comprehension activities.

MA. Daarun Nahdhah Thawalib Bangkinang is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching learning processes. School Based Curriculum 2009 (KTSP) for the second year students states that the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text forms; report narrative, spoof, and hortatory exposition.⁴ In MA. Daarun Nahdhah Thawalib Bangkinang, the basic competence stated in the syllabus the teacher teaches about reading a text. The students at second year are taught by one teacher, here the teacher teaches how to comprehend the reading text, such as; narrative text, descriptive text, recount text, and report text.

According to syllabus above, it is clear that the students must have the ability to understand and comprehend the reading text. Based on the preliminary study at MA. Daarun Nahdhah Thawalib Bangkinang, some of

³ Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. London: RAND, 2002. p. 11

⁴ Departemen Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. Solo; PT. Tiga Serangkai, 2006.

students still face some problems and difficulties in learning English especially in comprehending report text, the teacher uses the Three- phases Technique in teaching reading, in fact that the students are not able to understand what they have read, and the students are not motivated in reading some resources, so that the students got low scores in reading. it means that the Three- phases technique is not good way to teach reading comprehension especially in report text. The researcher finds several problems as long as the preliminary observation. The problems of the students can be seen in the following symptoms:

1. Some of the students are not able to identify main idea in reading report text
2. Some of students are not able to identify the reference of word in reading report text
3. Some of the students get difficulties to conclude the topic
4. Some of the students have lack the vocabularies
5. Some of the students cannot read the text with correct pronunciation
6. Some of the students get difficulties in understanding the report text

Based on the symptoms above, some of the students of MA. Daarun Nahdhah are still low in comprehending the reading text, especially in report text. The teacher only asks the students to read a text and explore the information without using an appropriate strategy in teaching reading comprehension. Here, to improve students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problems.

Actually, there is a strategy that can help the students to improve their reading comprehension, called inquiry chart.

Inquiry chart (I-Chart) strategy is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. The students generate a summary in the final row. Different answers from various perspectives can be explored as a class.⁵ Hoffman in Antonacci stated that I-Charts strategy is a data table that assists students in organizing information they retrieved from a wide range of material. This strategy work well in class room where teachers require students to engage in group research using multiple sources of information.⁶ It means that this strategy is a good strategy to teaching reading comprehension and also enable students in making sense and develops their prior knowledge

Therefore, the writer is interested in learning the problems above into a research entitled: **“THE EFFECT OF USING INQUIRY CHART (I-CHART) STRATEGY TOWARD READING COMPREHENSION IN REPORT TEXT OF THE SECOND YEAR STUDENTS AT MA. DAARUN NAHDHAH THAWALIB BANGKINANG”**.

⁵ Raymond Jones. *Reading Quest Strategy*. (Retrived on Des 01st2011). http://www.readingrockets.org/strategies/inquiry_chart/html, 2006

⁶ Antonacci Patricia A. *Developing Content Area Literacy*. Chicago: SAGE Publications, Inc, 2011. p.143

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. The Effect

Hornby states that effect is a change procedure by an action or cause as defined.⁷ In this research, the effect means the alteration of students' reading comprehension between students who are taught by using inquiry chart (i-chart) strategy and those who are not taught by using inquiry chart strategy at the second year of MA. Daarun Nahdhah Thawalib Bangkinang.

2. Inquiry Chart Strategy (I-Chart)

Inquiry chart strategy is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart, Students generate a summary in the final row.⁸ This is an appropriate strategy to comprehend the report text because the Students use to record what they want to know about a topic and what they found from their readings. This chart allows the students to gather the information they get from multiple sources and organize it for

⁷ AS Hornby. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995. p.422

⁸Raymond Jones. *Reading Quest Strategy*. (Retrieved on Des 01st2011). http://www.readingrockets.org/strategies/inquiry_chart/html, 2006.

summarization, comparison, and evaluation. The students write the information they get in the i-chart data table.

3. Strategy

Strategy is a plan intended to achieve a particular purpose.⁹ In here, the strategy means plan that is designed to achieve the goals of teaching and learning process especially in reading comprehension by using inquiry chart (i-chart) strategy.

4. Reading Comprehension

According to Grabe (1997) in Pagina reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the text.¹⁰ While comprehension is the ability of the students, and the writer wants to explore inquiry chart strategy to help students in understanding and getting information from the text.

5. Report text

Report text is a text which presents information about something, as it is. It is a result of systematic observation and analysis.¹¹ In this research, report text is a text that the students will comprehend by using inquiry chart (i-chart) strategy.

⁹ Op.cit. AS Hornby. p. 133

¹⁰ Siquente Pagina. *Reading Comprehension in Teaching English as a Foreign Language* (retrived on Des 1st 2011). <http://www.accessmylibrary.com/article-1g1-91707955/sentence-sentence-self-monitoring.htm>, 2002

¹¹ Jullie Alemi. *Report Text*. (Rertrived, Dec 16, 2011). <http://reporttext.blogspot.com>, 2008

C. The Problem

1. Identification of the Problems

Based on the writer observation at Daarun Nahdhah Thawalib Bangkinang, the writer would like to identify the problems faced by the the students, they refer to reading ability, reading fluency, and reading comprehension.

2. The Limitation of the Problems

Based on the identification of the problems above, it is clear that there are some problems involved, but the writer wants to limit the problems discussed in this study only for students' reading comprehension in report text.

3. Formulation of the Problem

1. How is the students' reading comprehension in report text taught without using inquiry chart (i-chart) strategy?
2. How is the students' reading comprehension in report text taught by using inquiry chart (i-chart) strategy?
3. Is there any significant effect of using inquiry chart (i-chart) strategy toward students' reading comprehension in report text of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the data about the students' reading comprehension the report text taught without using inquiry chart strategy.

- b. To find out the data about the students' reading comprehension in the report text taught by using inquiry chart strategy.
- c. To find out the significant effect of using inquiry chart strategy in the students' reading comprehension in report text.

2. The significance of the Research

- a. To enlarge and develop the researcher insight and knowledge.
- b. This research finding are also expected to give the positive information related to the process of teaching and learning English especially in term of reading comprehension in report text at MA. Daarun Nahdhah Thawalib Bangkinang.
- c. This research is also expected to enhance the researcher's knowledge about teaching reading by using inquiry chart (i-chart) strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework.

1. The Nature of Reading Comprehension

Reading is approached as a thinking process – one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for preceiving patterns and structure within sentence are included. In addition, according to Nunan states reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated.¹ It means that the participants or the reader transfer meaning from the text and give assesment from the text to understand the messege communicated.

According to Kalayo Hasibuan², reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Besides that Nunan³, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

¹ David Nunan. *Practical English Language Teaching:1st Edn* . Singapore: McGraw Hill, 2003. p.68

² Kalayo Hasibuan and Muhammad Fauzan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007. p. 114-115.

³ Op.cit. David Nunan. p.69

In addition Caroline T. Linse⁴, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Moreover, Grellet stated that the main ways in reading as follows⁵:

1. Skimming

Skimming is reading quickly over a text to get the gist of idea.

2. Scanning

Scanning is reading quickly thorough a text to find a particular piece of information

3. Extensive Reading

Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to

⁴ Caroline T. Linse. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Companies, Inc, 2005. p.69

⁵ Grellet Frangoise. *Developing Reading Skill*. Cambridge: Cambridge University Press, 1986. p. 4

determine what the text is. It means, the reader tries to recognize the words he or she meets in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

The resulting from reading is comprehension. Reading comprehension is complex activity.⁶ So much occurs inside the mind of a hoe tough readers have become so good at it through a lifetime of practice that it is easy to forget it really is, how complicated the comprehension process is. Therefore reading comprehension is an activity to catch the meaning from the text.

The important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. The purpose in such reading is to find out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

In addition, Brown states there are two categories of reading ability. They are:⁷

1. Micro skill of Reading Comprehension

The Micro skill refers to producing the smaller chunks of language, such as;

⁶ Lewin Larry. *Paving the Way in Reading and Writing*. San Fransisco: Jossey-Bass, 2003. p. 2

⁷ Brown Dean James. *The Element of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle Publisher, 1995. p. 187

- a) Discriminate among the distinctive graphemes and orthographic pattern of English
- b) Retain chunks of language of different lengths in short-terms memory
- c) Process writing at an efficient rate of suit the purpose
- d) Recognize a core of words, and interpret order patterns and their significant
- e) Recognize grammatical word classes (noun, verbs, etc.)
- f) Recognize that a particular meaning may be expressed in different grammatical forms
- g) Recognize cohesive devices in written discourse and their significance for interpretation

2. Macro skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;

- a) To obtain information for some purpose or because we are curious about some topic
- b) To obtain instruction on how to perform some task for our work or daily life
- c) To keep in touch with friend by correspondence or to understand business letter

In other hand, the reading comprehension will be easy to get or to achieve and macro skill are; getting general information from the text, getting specific information from a text, and pleasure or for interest. Skilled reader may employ one type of processes more than the other when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. So, some of the students have the idea that knowledge based processing is not appropriate reading activity, so that they fail to use knowledge they have.

2. Teaching Reading Comprehension

According to Penny states that there are three principles in teaching reading as follows, exploit the reader's background knowledge, build a strong vocabulary base, and teach for comprehension. In addition Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.⁸ The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension includes as follow;

- a. Identify the meaning of the text
- b. Build the vocabulary
- c. Understand about the text.

If the students are able to identify the meaning of the text, can build the vocabulary, and understand the topic. It means that the goals of teaching reading comprehension are reached.

In teaching reading as well as teaching other skill such as listening, speaking and writing, the teacher should asses students' reading comprehension. To asses students reading comprehension the research need indicators. The indicator also as the guidance for teacher and students what aspects should be reach. Based on Wetphal opinion there are some indicators of reading comprehension:

- a. The students are able to find factual information.
- b. The students are able to identify main idea.

⁸ Grabe William. *Reading in Second Language; Moving from Theory to Practice*. Chicago: American Library Association [*Electronic Book*], 2009. p. 15

- c. The students are able to identify supporting idea.
- d. The students are able to locate the meaning of vocabulary in context.
- e. The students are able make inference from the reading text.

3. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis⁹. Grace stated that report text means a text which presents information about something to describe the way things are such as a man-made thing, animals, and plants¹⁰.

In other words, report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation.

The generic structure of report text:

- a) General classification: (introduce the topic of the report such as the class or subb-class).
- b) Identification: tells what the phenomenon under discussion is like in item of: part, qualities, behavior, habit, way or survival.

⁹ Jullie Alemi. *Report Text* .(Retrieved, Dec16, 2011). <http://reporttext.blogspot.com>, 2008.

¹⁰ Eudia Grace and Sudarwati. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga, 2005. p. 30

According to Buscesment¹¹ the indicators of report text are ; the students are able to identify the detailed information of the text, explain the main idea of the report text, explain the meaning and reference of the word in report text and the students are able to conclude the topic.

If the students are able to comprehend the indicators above, it is mean that the students know and understand about the report text.

Indeed, the language Feature of Report are as follows:

1. The use of general nouns
2. The use of relating verbs
3. The use of behavioral verbs
4. The use of technical terms.
5. Using simple present tense¹²

In conclusion a report text is a text that is to show the information about something including general of thing and describe it.

4. Inquiry Chart (I-Chart) Strategy

Inquiry chart or i-chart strategy (Hoffman, 1992) is a data table that assists students in organizing information they retrived from a wide range of materials.¹³ Inquiry chart process offer another framework for teachers to support in the acquisition of knowledge through reading. The inquiry chart (i-chart) strategy is a strategy that enables students to gather information about a topic from several sources. Here, the students are

¹¹ Buscesment, Santi V, and Charlotte Smith. *75 Reading Plus, 7th Edition*. New York: Mc Graw Hill, 2004. p. 278

¹² Op.Cit. Eudia Grace and Sudarwati. p. 32

¹³ Antonacci Patricia A. *Developing Content Area Literacy*. London: SAGE Publications Inc, 2011. p.143

required to explore the information from various sources and students record what they want to know about a topic and what they found from their reading. So, this strategy is a good way to develop the students' reading comprehension.

The Inquiry Chart procedure is organized into three phases including a Planning Phase, Interacting Phase, and Integrating/Evaluating phase. Each phase includes activities that will engage students in critically evaluating the topic. The figure below outlines the steps of the I-Chart process:¹⁴

I-Chart Process (Hoffman, 1992)

Planning Phase

1. Topic Identification
2. Question Formation
3. I-Chart Construction
4. Materials Collection

Interacting Phase

1. Exploration of Prior Knowledge and Beliefs
2. Sharing of Interesting Facts and New Questions
3. Reading and Rereading

¹⁴ Smith, L. & Zygouris-Coe, V. *FOR-PD's Reading Strategy of the Month*. (Retrieved, Nov 27th, 2011).
<https://www.ocps.net/cs/services/cs/curreas/read/IR/bestpractices/GL/Inquiry%20Chart.pdf>, 2006.

Intergrating and Evaluation Phase

1. Summarizing
2. Comparing
3. Researching
4. Reporting

The Three phases above are the process of inquiry chart strategy, in this process the teacher should be able to be applied it and the teacher should be able to explain the material well.

5. Teaching Reading by Using Inquiry Chart

According to Hoffman, teaching Reading by inquiry chart (i-chart) strategy involves the following steps¹⁵:

1. A topic for the inquiry is selected
2. Key questions for the inquiry are identified
3. Prior knowledge related to each question is shared and recorded
4. Data sources (eb.g., textbooks, journals, trade-books) are gathered and read)
5. Relevant information is recorded for the key questions
6. Summary answers for each question are constructed
7. Extended reaserch is encouraged
8. Reports are presented

¹⁵ James V. Hoffman., et al. *Balancing Principles for Teaching Elementary Reading [Electronic Book]*. London: Lawrence Erlbaum Inc, 2000. p.40

According to Beuhl, the steps of the inquiry chart (i-chart) strategy are¹⁶:

1. Select a topic studied in the curriculum and brainstorm with students things about the topic. They might be wondering. As you solicit possible questions to explore. Ask the class to choose three or four of the most interesting questions, which will provide direction for students inquiry.
2. Introduce the i-chart by modeling how to use this tool to organize information on chart paper on chart paper or the chalkboard. Also provide the students with individual, blank i-charts. Record the chosen questions in the boxes along the top.
3. Provide access to a variety of materials, including websites and news paper and magazines, articles for students for consults to answer their target questions.
4. Ask students to synthesize information from each question into a summary.
5. Students are now ready to write about their topic and they proceed to discuss each question and the information that relates to it.

¹⁶ Dough Buehl. *Classroom Strategies for Interactive Learning [Electronic Book]*. Chicago: International Reading Association Inc, 2009. p.101

According to Richard W. Strong, the teaching reading by Inquiry Chart (I-Chart) strategy is as follows:

- a. The teacher asks students to generate critical thinking question about a topic.
- b. The teacher distributes I-Chart organizers, and has students record the questions in the appropriate spaces.
- c. Encourage students to think about, discuss, and record what they already know about each questions.
- d. Allow time for independent research from multiple resources.
- e. Encourage students to reflect by noting variations among sources.
- f. Ask students to develop a summary of their finding.

6. The Purpose of the Inquiry Chart (I-Chart)

The main purpose of using inquiry chart strategy is to assist students in developing questions, accessing and organizing information for understanding, reporting and presenting research findings¹⁷. And help the students to gather information they get from multiple sources and organize it for summarization, comparison and evaluation.

Advantages of inquiry chart (i-chart) strategy are¹⁸:

1. As students become more independent, they can develop individual i-chart that focus their inquiry and organize their notes.

¹⁷ Antonacci Patricia A. *Developing Content Area Literacy [Electronic Book]*. London: SAGE Publications Inc, 2011. p. 143

¹⁸ Dough Buehl. *Classroom Strategies for Interactive Learning [Electronic Book]*. Chicago: International Reading Association Inc, 2009. p.103

2. Students receive guided practice in synthesizing and summarizing information.
3. Students use multiple sources that provide a variety of information as a basis for an inquiry project rather than answering identical questions based on a single source.
4. This strategy fosters critical thinking and strengthens reading skills. I-Charts can be used with the entire class, small groups, or individual work. Teachers can guide each student's chart development which allows for differentiated instruction as well as targeting the zone of proximal development. In addition, I-Charts can serve as an evaluation tool for how much a student has learned about a topic.

Based on the explanation above, it is clear enough that inquiry chart (i-chart) strategy is very useful for students in reading. It does not only help students to develop the reading skill but also it fosters students' thinking and students' perspective in their reading.

B. Relevant Research

Aulia Agustiani (2011) conducted a research entitled “ Using inquiry method to improve the ability of the second year students of SMA N 10 Pekanbaru in comprehending report texts” the design of this research was a class room action research, this study used inquiry method in teaching report

text. The research finding was the inquiry method that could improve the student's ability in comprehending report texts.¹⁹

Triana Ramdha (2008) conducted a research entitled "Using inquiry chart to increase students' ability in comprehending narrative texts of the second year at SMP Tri Bhakti Pekanbaru". The design of this research is classroom action research. This study uses inquiry chart to improve the ability in teaching narrative text. The result of the research was inquiry can improve students' reading comprehension in narrative text.²⁰

C. The Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables are used. The first is inquiry chart (i-chart) strategy, the second is reading comprehension in report text. Inquiry chart is an independent variable and reading comprehension is a dependent variable, to operate the investigation in the variable.

The procedure of using inquiry chart (i-chart) strategy can be seen as the follow:

- a. The teacher asks students to generate critical thinking question about a topic.
- b. The teacher distributes I-Chart organizers, and has students record the questions in the appropriate spaces.

¹⁹ Aulia Agustiani. *Using Inquiry Method to Improve the Ability of the Second Year Students of SMA N 10 Pekanbaru in Comprehending Report Texts*. 2011

²⁰Triana Ramdha. *Using inquiry Chart to Increase Students' Ability in Comprehending Narrative Texts of the Second Year at SMP Tri Bhakti Pekanbaru*. 2008

- c. Encourage students to think about, discuss, and record what they already know about each question.
- d. Allow time for independent research from multiple resources.
- e. Encourage students to reflect by noting variations among sources.
- f. Ask students to develop a summary of their finding.

To find out the students' ability in reading comprehension in report text of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang, the researcher determines some indicators for reading comprehension in report text as the following:

The indicators of reading comprehension are:

- a. Students are able to identify the detailed information of the text.
- b. Students are able to explain the main idea of the report text.
- c. Students are able to explain the meaning of the word in report text.
- d. Students are able to explain reference of the word in report text.
- e. Students are able to conclude the topic.

H. Assumption and Hypotheses

1. Assumption

In this study, the researcher assumes that

- a. Report text has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of MA. Daarun Nahdhah Thawalib Bangkinang understand about report text.

- b. The better inquiry chart (i-chart) strategy is applied, it is assumed that the easier students are able to master reading report text.

2. Hypotheses

H_0 : There is no significant effect of using inquiry chart (I-Chart) strategy toward reading comprehension in report text of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang.

H_a : There is significant effect of using inquiry chart (I-Chart) strategy toward reading comprehension in report text of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research is an experiment 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 procedures.² This research uses a quasi-experimental research that focuses on non-equivalent control group design. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.³ The researcher uses intact groups, the first class is as an experimental groups and a second group is as a control group. Furthermore, Gay and Peter Airasian states that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.⁴

In conducting this research, the researcher took two classes; one class is as an experimental class taught by inquiry chart (i-chart) strategy and the other is as a control class taught without using inquiry chart (i-chart) strategy in the experimental class, the students were administered by giving pre-test at

¹ Jhon. W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, 2008. p.229

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

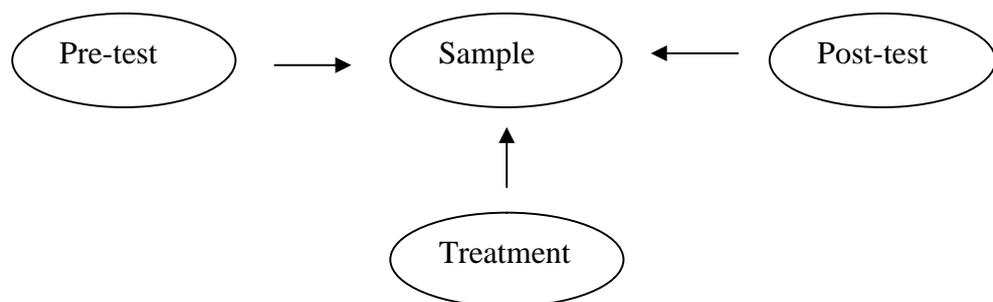
³ Op.cit. Cresswell, John W. p. 313

⁴ Op.cit. L.R. Gay, and Peter Airasian.. p.394

the beginning of the teaching learning in order to know students' reading comprehension. Then there was a treatment at the middle. During the treatment, the researcher corporated with the observer, and posttest at the end of the teaching learning processes in order to know the effect of using self monitoring strategy toward students' reading comprehension. The design of this research is illustrated as follows:

The Diagram of Research Design

1. Experimental group



2. Control group



B. The Location and the Time of the Research

The research was conducted at the second year students of MA. Daarun Nahdhah Thawalib Bangkinang that is located at KH. Mhd. Nur Mahyudin street in 2011/2012 of academic year. The research was carried out from July to September 2012.

C. The Subject and the Object of the Research

The subject of this study was the second year students of MA. DAARUN NAHDHAH THAWALIB Bangkinang. The object of the research was the effect of using inquiry chart (I-Chart) strategy toward reading comprehension in report text.

D. The Population and the Sample of the Research

The population of this study was the second year students of MA. Daarun Nahdhah Thawalib Bangkinang in 2011-2012 academic years. There are 5 classes which consist for 1 class for science department and 4 classes for social department. The total number of the second year students of MA. Daarun Nahdhah Thawalib Bangkinang is 198 students.

The population above is large enough to be all taken as sampel of the research. Based on the limitation of the research, the writer took only two class of after did clustering sample randomly. The first class was IPS 1 as a control class and the second class was IPS 2 as an experimental class. Those are as the sample of the research by numbers 80 students ; 40 students for the control class and vice versa.

Table III. 1
THE TOTAL POPULATION OF THE SECOND YEAR STUDENTS
OF MA. DAARUN NAHDHAH THAWALIB BANGKINANG

| NO | Class | Total | Complement |
|----|---|-------|---------------------------------|
| 1 | The Second Years students of MA. Daarun Nahdhah-Tb Bangkinang (XI IPA I, IPS I, and IPS 2, IPS 3, IPS 4) | 198 | Population |
| 2 | IPS 1 | 40 | As sample of control class |
| 3 | IPS 2 | 40 | As sample of experimental class |

E. The Technique of Collecting Data

1. Test

This study used test; pre-test and post test to the students. Actually, in assessing reading ability accurately is not easy job. According to Kalayo reading ability is very difficult to assess accurately.⁵ But, in teaching reading ability in our curriculum (KTSP), if the students are able to achieve the goal, this means that assesment of reading ability needs to be correleted with purposes of reading. According to Hughes, there are many techniques that

⁵ Kalayo Hasibuan & Muhammad Fauzan. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha, 2007. p.123

can assess the students' comprehension but the researcher used multiple choice techniques.

- 1) Multiple choices techniques are a technique that will be design by using four choosing and the respondent will choose one, it based on the question.

F. The technique of Data Analysis

In order to find out whether there was a significant effect of students' reading comprehension those taught by inquiry chart (I-Chart) strategy and those were not, the data was statistically analyzed. The different mean is analyzed by using T – test formula⁶

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o = The value of t – obtained

M_x = Mean score of experimental sample

M_y = Mean score of control sample

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

The t-test of is obtained by considering the degree of freedom (df) =
 $(N1+N2) - 2$

⁶ Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2008. p.193

G. The Item Difficulties, Items Discrimination Validity, and Reliability

1. The item difficulties

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70⁷.

The items that could not fulfil the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

Were:

P = Difficulty level

B = The number of correct answer

JS = The number of students

For example, if the number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

$$P = \frac{B}{JS}$$

$$P = \frac{8}{20} = 0.4$$

⁷ Suharsimi Arikunto. *Dasar – dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009.
p.208

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”

The data obtained by using posttest and was evaluated in 5 components:

- a. The students are able to identify the meaning of the text
- b. The students are able to identify the main idea of the text
- c. The students are able to identify the meaning of the word
- d. The students are able to identify refrence of the word
- e. The students are able to conclude the topic

Table III.2
The Students Identify the Meaning of the Text

| Variable | Identifying the meaning of the text | | | | | N |
|----------|-------------------------------------|------|------|------|------|----|
| Item no | 4 | 7 | 11 | 19 | 21 | 20 |
| Correct | 14 | 14 | 14 | 12 | 8 | |
| P | 0.70 | 0.70 | 0.70 | 0.60 | 0.40 | |
| Q | 0.30 | 0.30 | 0.30 | 0.40 | 0.60 | |

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.2 above shows the portion of correct answer. For item number 4 shows the proportion of correct 0.70, item number 7 shows the proportion of correct 0.70, item number 11 shows the proportion of correct 0.70, item number 19 shows the proportion of correct 0.70, item number 21 shows the proportion of correct 0.40.

correct 0.60, item number 21 shows the proportion of correct 0.40. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for finding meaning of the text are accepted.

Table III.3
The Students Identify Main Idea of the Text

| Variable | Identifying main idea of the text | | | | | N |
|----------|-----------------------------------|------|------|------|------|----|
| Item no | 1 | 6 | 12 | 16 | 22 | 20 |
| Correct | 12 | 13 | 14 | 9 | 10 | |
| P | 0.60 | 0.65 | 0.70 | 0.45 | 0.50 | |
| Q | 0.40 | 0.35 | 0.30 | 0.55 | 0.50 | |

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.3 above shows the portion of correct answer. For item number 1 shows the proportion of correct 0.60, item number 6 shows the proportion of correct 0.65, item number 12 shows the proportion of correct 0.70, item number 16 shows the proportion of correct 0.45, item number 22 shows the proportion of correct 0.50. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item for finding the main idea are accepted

Table III.4
The Students Identify Meaning of Word

| Variable | Identifying meaning of word | | | | | N |
|----------|-----------------------------|------|------|------|------|----|
| Item no | 2 | 8 | 13 | 17 | 23 | 20 |
| Correct | 11 | 9 | 18 | 12 | 11 | |
| P | 0.55 | 0.45 | 0.50 | 0.60 | 0.55 | |
| Q | 0.45 | 0.55 | 0.50 | 0.40 | 0.45 | |

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.4 above shows the portion of correct answer. For item number 2 shows the proportion of correct 0.55, item number 8 shows the proportion of correct 0.45, item number 13 shows the proportion of correct 0.50, item number 17 shows the proportion of correct 0.60, item number 23 shows the proportion of correct 0.55. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item for identifying the meaning of word are accepted.

Table III.5
The Students Identify Reference of Word

| Variable | Identifying reference of word | | | | | N |
|----------|-------------------------------|------|------|------|------|----|
| Item no | 3 | 10 | 14 | 18 | 24 | 20 |
| Correct | 12 | 14 | 9 | 8 | 13 | |
| P | 0.60 | 0.70 | 0.45 | 0.40 | 0.65 | |
| Q | 0.40 | 0.30 | 0.55 | 0.60 | 0.35 | |

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.5 above shows the portion of correct answer. For item number 3 shows the proportion of correct 0.60, item number 10 shows the proportion of correct 0.70, item number 14 shows the proportion of correct 0.45, item number 18 shows the proportion of correct 0.40, item number 24 shows the proportion of correct 0.65. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item for identifying reference of word are accepted.

Table III.6
The Students Conclude the Topic

| Variable | Concluding The Topic | | | | | N |
|----------|----------------------|------|------|------|------|----|
| Item no | 5 | 9 | 15 | 20 | 25 | 20 |
| Correct | 14 | 8 | 9 | 11 | 14 | |
| P | 0.70 | 0.40 | 0.45 | 0.55 | 0.70 | |
| Q | 0.30 | 0.60 | 0.55 | 0.45 | 0.30 | |
| | | | | | | |

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.6 above shows the portion of correct answer. For item number 5 shows the proportion of correct 0.70, item number 9 shows the proportion of correct 0.40, item number 15 shows the proportion of correct 0.45, item number 20 shows the proportion of correct 0.55, item number 25 shows the proportion of correct 0.70. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item for concluding the topic are accepted.

2. Item Discrimination

Items discrimination is the ability of the item question to differentiate between upper students ability and lower students ability ⁸

Where the formulation is:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

Where:

B_A = The upper score students

B_B = The lower score students

⁸ Suharsimi Arikunto. *Dasar – dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009.

J_A = The total upper students

J_B = The total lower students

D = Items discrimination

According to Suharsimi Arikunto said that the range of item discrimination is⁹

Table III.7
Item Discrimination

| NO | Classification | Score |
|----|----------------|-----------|
| 1 | Poor | 0,0-0,20 |
| 2 | Satisfactory | 0.20-0.40 |
| 3 | Good | 0.40-0.70 |
| 4 | Excellent | 0.70-1 |

⁹ *Ibid.* p.218

III.8

Items Discrimination Table

| ITEMS | TOTAL | D | RANGE |
|----------|-------|------|--------------|
| Items 1 | 12 | 0.63 | Good |
| Items 2 | 11 | 0.4 | Good |
| Items 3 | 12 | 0.63 | Good |
| Items 4 | 14 | 0.31 | Satisfactory |
| Items 5 | 14 | 0.73 | Excellent |
| Items 6 | 13 | 0.36 | Satisfactory |
| Items 7 | 14 | 0.73 | Excellent |
| Items 8 | 9 | 0.47 | Good |
| Items 9 | 8 | 0.42 | Good |
| Items 10 | 14 | 0.31 | Poor |
| Items 11 | 14 | 0.73 | Excellent |
| Items 12 | 14 | 0.31 | Satisfactory |
| Items 13 | 10 | 0.51 | Good |
| Items 14 | 9 | 0.47 | Good |
| Items 15 | 9 | 0.47 | Good |
| Items 16 | 9 | 0.11 | Poor |
| Items 17 | 12 | 0.42 | Good |
| Items 18 | 12 | 0.42 | Good |
| Items 19 | 15 | 0.63 | Good |
| Items 20 | 11 | 0.57 | Good |
| Items 21 | 8 | 0.63 | Good |
| Items 22 | 10 | 0.52 | Good |
| Items 23 | 11 | 0.57 | Good |
| Items 24 | 13 | 0.36 | Satisfactory |
| Items 25 | 14 | 0.73 | Excellent |

3. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured¹⁰.

¹⁰ Gay, LR. *Education Research Competencies for Analysis & Application*. 2nd edition. Ohio: A Bell Howell Company, 1983. p.23

The researcher administered try out once the researcher carried out in July at other school but it was at the same level. The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item.

To find validity the test writer used correlation product moment follows the formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} = correlation product moment x dan y

$\sum xy$ = total x dan y

$\sum X^2$ = X quadrant

$\sum Y^2$ = Y quadrant

$$r_{xy} = \frac{4.76}{\sqrt{(7.92)(4.84)}}$$

$$r_{xy} = \frac{4.76}{\sqrt{38.3328}}$$

$$r_{xy} = \frac{4.76}{6.191} = 0.768$$

If the validity test in 0.768 it means that the validity is Good

According to Suharsimi Arikunto state that the range of validity are¹¹.

Tabel III.9

| NO | Classification | Score |
|----|----------------|-------------|
| 1 | Excellent | 0.800-1.00 |
| 2 | Good | 0.600-0.800 |
| 3 | Fair | 0.400-0.600 |
| 4 | Poor | 0.200-0.400 |
| 5 | Very Poor | 0.00-0.200 |

4. Reliability

Arikunto states that it is possible for the test is reliable but it is not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the researcher used HOYT formula as follows¹²

Step 1 (Quadrant Respondent)

$$Jk(r) = \frac{\sum X_t^2}{K} - \frac{(\sum X_t)^2}{K \times N}$$

$$Jk(r) = \frac{4140}{25} - \frac{286^2}{25 \times 20}$$

$$Jk(r) = 165.6 - 163.595$$

$$Jk(r) = 2.005$$

¹¹ Suharsimi Arikunto. *Dasar – asar Evaluasi Pendidikan (edisi revisi)*. Jakarta : Bumi Aksara, 2007. p.75

¹² *Ibid.* p. 103

Step 2 (Quadrant item)

$$Jk (r) = \frac{\sum XB^2}{K} - \frac{(\sum Xt)}{K \times N}$$

$$Jk (r) = \frac{3365}{20} - \frac{286^2}{25 \times 20}$$

$$Jk (r) = 168.25 - 163.595$$

$$Jk (r) = 4.655$$

Step 3 (Total Quadrant)

$$Jk (t) = \frac{(\sum B)(\sum s)}{(\sum B) + (\sum S)}$$

$$Jk (t) = \frac{(215)(286)}{(215) + (286)}$$

$$Jk (t) = \frac{61490}{501}$$

$$Jk (t) = 122.73$$

Step 4 (Residue Ruadrant)

$$Jk (s) = Jk (t) - Jk (r) - Jk(i)$$

$$= 122.73 - 2.005 - 4.655$$

$$= 116.07$$

Step 5

Table III.10

| NO | Varians source | Total quadrat | d.b | Varians |
|----|----------------|---------------|--------------------|------------------------------|
| 1 | Respondent | 2.005 | 19 (20-1) | $\frac{2.005}{19} = 0.105$ |
| 2 | Item | 4.655 | 24 (25-1) | $\frac{4.655}{24} = 0.195$ |
| 3 | Residual | 116.07 | 456 (499-19-24) | $\frac{116.07}{456} = 0.254$ |
| 4 | Total | 122.73 | 499 (25x20-1) | |

-d.b total : $K \times N - 1$: $25 \times 20 - 1 = 499$

-d.b Responden : $N-1$: $20-1 = 19$

-d.b item : $K-1$: $25-1 = 24$

-d.b residual : d.b total – d.b responden – d.b item

: $499 - 19 - 24$

: 456

Step 6

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$$= 1 - \frac{0.105}{0.268} = 1 - 0.413 + 0.194$$

$$= 0.781$$

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of Research Procedure

The purposes of the research were to find out how the students' reading comprehension in report text was taught by using inquiry chart strategy and students' reading comprehension in report text which was taught without using inquiry chart strategy, and to find out the significant effect of using inquiry chart strategy toward students' reading comprehension in report text. The data were obtained from the students' post-test scores of experimental and control class. The test was to answer the questions based on the text in multiple-choice form. Before treatment (only experimental class), the researcher gave the pre-test to XI 1 (control class) and XI 2 (experimental class). The reading test was about reading report text, then the researcher gave treatment to experimental class for six meetings.

After giving treatment to experimental class, the researcher used the same format of pre-test for the post-test of experimental class. While the control class taught by any other treatments, the researcher used the same format of pre-test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the pre-test experimental class was 2136, while the highest score was 60 and the lowest was 48. The total score of the post-test of experimental class was 2944. The highest score was 80 and the lowest score was 56. The total score of pre-test of control class was 1944, the highest score

was 60 and the lowest score was 40. Then, the total score of the post-test of control class was 2376. The highest score was 72 and lowest score was 52.

B. The Data Presentation

The data of the research were the score of the students' pre-test and post-test both experimental and control classes. There were two data of students' reading comprehension served by the researcher. They were the data of students' reading comprehension taught by using inquiry chart strategy and the data of students' reading comprehension without using inquiry chart strategy, and they are as follows:

1. The Data Presentation of Students' Reading Comprehension in Report Text

a. Students' Reading Comprehension for Report Text Taught Without Using Inquiry Chart (I-Chart) Strategy.

The data of students' reading comprehension in report text taught without using inquiry chart strategy were taken from pre-test of XI 1 as control class taken from the sample of this class (40 students). The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension in Report Text
Taught Without Inquiry Chart (I-Chart) Strategy

| Students | Control Class | | Gain Score |
|----------|---------------|----------|------------|
| | Pretest | Posttest | |
| 1 | 52 | 56 | 4 |
| 2 | 48 | 60 | 12 |
| 3 | 52 | 60 | 8 |
| 4 | 48 | 56 | 8 |
| 5 | 44 | 68 | 24 |
| 6 | 52 | 60 | 4 |
| 7 | 52 | 56 | 4 |
| 8 | 48 | 60 | 12 |
| 9 | 56 | 52 | 4 |
| 10 | 52 | 72 | 20 |
| 11 | 44 | 56 | 10 |
| 12 | 48 | 60 | 12 |
| 13 | 56 | 72 | 16 |
| 14 | 52 | 52 | 0 |
| 15 | 52 | 64 | 12 |
| 16 | 48 | 56 | 8 |
| 17 | 60 | 60 | 0 |
| 18 | 52 | 56 | 4 |
| 19 | 48 | 64 | 16 |
| 20 | 44 | 56 | 10 |
| 21 | 44 | 68 | 24 |
| 22 | 60 | 56 | 12 |
| 23 | 48 | 60 | 12 |
| 24 | 40 | 60 | 20 |
| 25 | 48 | 56 | 8 |
| 26 | 44 | 64 | 20 |
| 27 | 52 | 56 | 4 |
| 28 | 48 | 60 | 12 |
| 29 | 44 | 64 | 20 |
| 30 | 40 | 60 | 20 |
| 31 | 40 | 52 | 12 |
| 32 | 48 | 64 | 16 |
| 33 | 48 | 56 | 16 |
| 34 | 52 | 56 | 4 |
| 35 | 44 | 52 | 8 |
| 36 | 44 | 60 | 16 |
| 37 | 40 | 60 | 20 |
| 38 | 52 | 56 | 4 |
| 39 | 48 | 64 | 16 |
| 40 | 52 | 56 | 4 |
| Total | 1944 | 2376 | 448 |

From the table above, the researcher found that the total score of pre-test in control class was 1944 while the highest was 60 and the lowest was 40, and the total score of post-test in control class was 2376, while the highest was 72 and the lowest was 52. It means that the students had little increasing of their reading comprehension in report text, and it was not as experimental class. Besides, the mean of pre test and post test of control class and experimental class also had a big different. The frequency score of pre test and post test of control class can be seen as follows:

Table IV.2
The Distribution of Frequency of Students' Pre Test and Post Test Score in Control Class

| Score of Pretest | Frequency | Percentage | Score of posttest | Frequency | Percentage |
|------------------|-----------|------------|-------------------|-----------|------------|
| 40 | 4 | 10% | 40 | 0 | 0% |
| 44 | 8 | 20% | 44 | 0 | 0% |
| 48 | 12 | 30% | 48 | 0 | 0% |
| 52 | 12 | 30% | 52 | 4 | 10% |
| 56 | 2 | 5% | 56 | 14 | 35% |
| 60 | 2 | 5% | 60 | 12 | 30% |
| 64 | 0 | 0% | 64 | 6 | 15% |
| 68 | 0 | 0% | 68 | 2 | 5% |
| 72 | 0 | 0% | 72 | 2 | 5% |
| 76 | 0 | 0% | 76 | 0 | 0% |
| 80 | 0 | 0% | 80 | 0 | 0% |
| Total | N = 40 | 100% | Total | N = 40 | 100% |

Based on the table above, it can be seen that in pre-test were 4 students got score 40 (10%), 8 students got score 44 (20%), 12 students got score 48 (30%), 12 students got score 52 (30%), 2 students got score 56 (5%), 2 students got score 60, the highest score was 60, the total frequency was 40. While in post- test 4 students got score 52 (10%), 14 students got score 56 (35%), 12 students got score 60 (30%), 6 students

got score 64 (15%), 2 students got score 68 (5%), 2 students got score 72 (5%). The highest frequency was 14 at score of 56. The total frequency was 40.

b. Students' Reading Comprehension for Report Text Taught by Using Inquiry Chart (I-Chart) Strategy.

The data of students' reading comprehension in report text taught by using inquiry chart strategy were also gotten from pre-test and post-test of XI 2 as an experimental class taken from the sample of this class (40 students). The researcher taught directly. The data can be seen at the table below:

Table IV.3
The Score of Students Reading Comprehension for Report Text
Taught by Using Inquiry Chart (I-Chart) strategy

| Students | Experiment Class | | Gain Score |
|----------|------------------|----------|------------|
| | Pretest | Posttest | |
| 1 | 52 | 80 | 28 |
| 2 | 56 | 72 | 16 |
| 3 | 48 | 64 | 16 |
| 4 | 52 | 68 | 16 |
| 5 | 60 | 76 | 16 |
| 6 | 52 | 72 | 20 |
| 7 | 48 | 80 | 32 |
| 8 | 52 | 72 | 20 |
| 9 | 48 | 68 | 20 |
| 10 | 52 | 72 | 20 |
| 11 | 48 | 64 | 16 |
| 12 | 52 | 80 | 28 |
| 13 | 56 | 80 | 24 |
| 14 | 52 | 64 | 12 |
| 15 | 60 | 80 | 20 |
| 16 | 48 | 72 | 24 |
| 17 | 60 | 68 | 8 |
| 18 | 56 | 80 | 24 |
| 19 | 52 | 72 | 20 |
| 20 | 48 | 60 | 12 |
| 21 | 60 | 76 | 16 |
| 22 | 52 | 76 | 24 |
| 23 | 48 | 80 | 32 |
| 24 | 60 | 72 | 12 |
| 25 | 52 | 80 | 28 |
| 26 | 60 | 80 | 20 |
| 27 | 52 | 64 | 12 |
| 28 | 48 | 68 | 20 |
| 29 | 56 | 72 | 16 |
| 30 | 60 | 68 | 8 |
| 31 | 52 | 68 | 16 |
| 32 | 52 | 80 | 28 |
| 33 | 48 | 80 | 32 |
| 34 | 52 | 80 | 28 |
| 35 | 48 | 76 | 28 |
| 36 | 60 | 80 | 20 |
| 37 | 52 | 68 | 16 |
| 38 | 52 | 80 | 28 |
| 39 | 60 | 72 | 12 |
| 40 | 60 | 80 | 20 |
| Total | 2136 | 2944 | 820 |

The writer found that the total score of pre-test in experimental group was 2136 while the highest was 60 and the lowest was 48, and the total score of post-test in experimental class was 2944, while the highest was 80 and the lowest 60. It means that the students had significant increasing of their reading comprehension for report text, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Tabel IV.4
The Distribution of Frequency of Students' Pre Test and Post Test
Score in Experimental Class

| Score of Pretest | Frequency | Percentage | Score of Post-Test | Frequency | Percentage |
|------------------|-----------|------------|--------------------|-----------|------------|
| 40 | 0 | 0% | 40 | 0 | 0% |
| 44 | 0 | 0% | 44 | 0 | 0% |
| 48 | 10 | 25% | 48 | 0 | 0% |
| 52 | 16 | 40% | 52 | 0 | 0% |
| 56 | 4 | 10% | 56 | 0 | % |
| 60 | 10 | 25% | 60 | 1 | 2.5% |
| 64 | 0 | 0% | 64 | 4 | 10% |
| 68 | 0 | 0% | 68 | 7 | 17.5% |
| 72 | 0 | 0% | 72 | 9 | 22.5% |
| 76 | 0 | 0% | 76 | 4 | 10% |
| 80 | 0 | 0% | 80 | 15 | 37.5% |
| Total | N = 40 | 100% | Total | N = 40 | 100% |

Based on the table above, it can be seen that in pre-test that 10 students got score 48 (25%), 16 students got score 52 (40%), 4 students got score 56 (10%), 10 students got score 60 (25%). The highest frequency was 16 at the score of 52. The total frequency was 40. While in post-test, 1 students got score 60 (2.5%), 4 students got score 64 (10%), 7 students got score 68 (17.5%), 9 students got score 72 (22.5%), 4 students got score 76

(10%), 15 students got score 80 (37.5%) the highest frequency was 15 at the score of 80. The total frequency was 40.

c. The Data Presentation of The Effect of Using Inquiry Chart Strategy toward Students' Reading Comprehension in Report Text

The following table is description of pre-test and post-test of experimental class and control class.

Table IV.5
Students' Pre-Test and Post-Test of Experimental and Control Class

| Students | Experiment Class | | Gain Score | Control Class | | Gain Score |
|----------|------------------|----------|------------|---------------|----------|------------|
| | Pretest | Posttest | | Pretest | Posttest | |
| 1 | 52 | 80 | 28 | 52 | 56 | 4 |
| 2 | 56 | 72 | 16 | 48 | 60 | 12 |
| 3 | 48 | 64 | 16 | 52 | 60 | 8 |
| 4 | 52 | 68 | 16 | 48 | 56 | 8 |
| 5 | 60 | 76 | 16 | 44 | 68 | 24 |
| 6 | 52 | 72 | 20 | 52 | 60 | 4 |
| 7 | 48 | 80 | 32 | 52 | 56 | 4 |
| 8 | 52 | 72 | 20 | 48 | 60 | 12 |
| 9 | 48 | 68 | 20 | 56 | 52 | 4 |
| 10 | 52 | 72 | 20 | 52 | 72 | 20 |
| 11 | 48 | 64 | 16 | 44 | 56 | 10 |
| 12 | 52 | 80 | 28 | 48 | 60 | 12 |
| 13 | 56 | 80 | 24 | 56 | 72 | 16 |
| 14 | 52 | 64 | 12 | 52 | 52 | 0 |
| 15 | 60 | 80 | 20 | 52 | 64 | 12 |
| 16 | 48 | 72 | 24 | 48 | 56 | 8 |
| 17 | 60 | 68 | 8 | 60 | 60 | 0 |
| 18 | 56 | 80 | 24 | 57 | 56 | 4 |
| 19 | 52 | 72 | 20 | 48 | 64 | 16 |
| 20 | 48 | 60 | 12 | 44 | 56 | 10 |
| 21 | 60 | 76 | 16 | 44 | 68 | 24 |
| 22 | 52 | 76 | 24 | 60 | 56 | 12 |
| 23 | 48 | 80 | 32 | 48 | 60 | 12 |
| 24 | 60 | 72 | 12 | 40 | 60 | 20 |
| 25 | 52 | 80 | 28 | 48 | 56 | 8 |
| 26 | 60 | 80 | 20 | 44 | 64 | 20 |
| 27 | 52 | 64 | 12 | 52 | 56 | 4 |
| 28 | 48 | 68 | 20 | 48 | 60 | 12 |
| 29 | 56 | 72 | 16 | 44 | 64 | 20 |
| 30 | 60 | 68 | 8 | 40 | 60 | 20 |
| 31 | 52 | 68 | 16 | 40 | 52 | 12 |
| 32 | 52 | 80 | 28 | 48 | 64 | 16 |
| 33 | 48 | 80 | 32 | 48 | 56 | 16 |
| 34 | 52 | 80 | 28 | 52 | 56 | 4 |
| 35 | 48 | 76 | 28 | 44 | 52 | 8 |
| 36 | 60 | 80 | 20 | 44 | 60 | 16 |
| 37 | 52 | 68 | 16 | 40 | 60 | 20 |
| 38 | 52 | 80 | 28 | 52 | 56 | 4 |
| 39 | 60 | 72 | 12 | 48 | 64 | 16 |
| 40 | 60 | 80 | 20 | 52 | 56 | 4 |
| | 2136 | 2944 | 820 | 1944 | 2376 | 448 |

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and

pre-test and post-test in the control class. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Students' Reading Comprehension in Report Text

a. Students' Reading Comprehension in Report Text Taught Without Using Inquiry Chart Strategy.

The data of students' pre-test and post-test scores in control class were obtained from the result of their reading report text without using inquiry chart strategy. It can also be seen that the total frequency is 40 and the total scores is 1944, so that mean (M_y) and standard deviation (SD_y) as follow:

Table IV.6
Mean and Standard Deviation of Students' Pre- Control Score

| X | Frequency | FX | x | x ² | fx ² |
|-------|-----------|------|------|----------------|-----------------|
| 40 | 4 | 160 | -8.6 | 73.96 | 295.84 |
| 44 | 8 | 352 | -4.6 | 21.16 | 169.28 |
| 48 | 12 | 576 | -0.6 | 0.36 | 4.32 |
| 52 | 12 | 624 | 3.4 | 11.56 | 138.72 |
| 56 | 2 | 112 | 7.4 | 54.76 | 109.52 |
| 60 | 2 | 120 | 11.4 | 129.96 | 259.92 |
| Total | N=40 | 1944 | | | 977.6 |

$$M_y = \frac{1944}{40}$$

$$M_y = 48.6$$

$$SD y = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD y = \sqrt{\frac{977.6}{40}} = \sqrt{24.44}$$

$$SD y = 4.943$$

From the calculation above, it can be seen the mean and standard deviation of pre-test of control class is 48.6 (My), and standard deviation is 4.943 (SDy). The distance between mean and standard deviation is too far. In other words, the scores obtained are normal.

Table IV.7
Mean and Standard Deviation of Students' Post-Control Score

| Score | Frequency | FX | X | x ² | fx ² |
|-------|-----------|------|------|----------------|-----------------|
| 52 | 4 | 208 | -7.4 | 54.76 | 219.04 |
| 56 | 14 | 784 | -3.4 | 11.56 | 161.84 |
| 60 | 12 | 720 | 0.6 | 0.36 | 4.32 |
| 64 | 6 | 384 | 4.6 | 21.16 | 126.96 |
| 68 | 2 | 136 | 8.6 | 73.96 | 147.92 |
| 72 | 2 | 144 | 12.6 | 158.76 | 317.52 |
| Total | N=40 | 2376 | | | 977.6 |

$$My = \frac{2376}{40}$$

$$My = 59.4$$

$$SDy = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD y = \sqrt{\frac{977.6}{40}} = \sqrt{24.44} = 4.943$$

From the calculation above, it can be seen the mean and standard deviation of pre-test of control class is 59.4 (My), and standard

deviation is 4.943 (SDy). The distance between mean and standard deviation is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension in Reading Comprehension Taught by Using Inquiry Chart Strategy

The data of the students' pre- test and post-test scores in experimental class were obtained from the result of their reading comprehension in report text by using inquiry chart strategy. It can also be seen that the total frequency is 40 and the total scores is 2136, so that mean (M_x) and standard deviation (SD_x) as follow:

**Table IV.8
Mean and Standard Deviation students' Pre-Experimental Score**

| Score | Frequency | FX | X | x^2 | fx^2 |
|-------|-----------|------|------|-------|--------|
| 48 | 10 | 480 | -5.4 | 29.16 | 291.6 |
| 52 | 16 | 832 | -1.4 | 1.96 | 31.36 |
| 56 | 4 | 224 | 2.6 | 6.76 | 27.04 |
| 60 | 10 | 600 | 6.6 | 43.56 | 435.6 |
| Total | N = 40 | 2136 | | | 785.6 |

$$M_x = \frac{2136}{40}$$

$$M_x = 53.4$$

$$SD_x = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD_x = \sqrt{\frac{785.6}{40}} = \sqrt{19.64} = 4.431$$

From the calculation above, it can be seen the mean and standard deviation of pre-test of control class is 53.4 (M_x), and standard

deviation is 4.431 (SDx). The distance between mean and standard deviation is too far. In other words, the scores obtained are normal.

Table IV.9
Mean and Standard Deviation of Students' Post-Experimental Score

| Score | Frequency | FX | X | x ² | fx ² |
|-------|-----------|------|-------|----------------|-----------------|
| 60 | 1 | 60 | -13.6 | 184.96 | 184.96 |
| 64 | 4 | 256 | -9.6 | 92.16 | 386.64 |
| 68 | 7 | 476 | -5.6 | 31.36 | 219.52 |
| 72 | 9 | 648 | -1.6 | 2.56 | 23.04 |
| 76 | 4 | 304 | 2.4 | 5.76 | 23.04 |
| 80 | 15 | 1200 | 6.4 | 40.96 | 614.4 |
| Total | N=40 | 2944 | | | 1433.6 |

$$Mx = \frac{2944}{40}$$

$$Mx = 73.6$$

$$SDx = \sqrt{\frac{\sum fx^2}{N}}$$

$$SDx = \sqrt{\frac{1433.6}{40}} = \sqrt{35.84} = 5.986$$

Based on the result of mean and standard deviation of experiment and control class above, it can be seen that the total students from each class, the experiment class consisted of 40 students and while for control class consisted of 40 students too. The mean of experiment class was 73.6 and mean of control class improvement was 59.4. Standard deviation for the experiment class was 5.986 and while for the control class was 4.943.

Table IV.10
The Students' Gain Post-Test Score
in Control Class

| Students | Control Class | | Y | Y | y ² |
|----------|---------------|----------|-----|-------|----------------|
| | Pretest | Posttest | | | |
| 1 | 52 | 56 | 4 | 7.2 | 51.84 |
| 2 | 48 | 60 | 12 | -0.8 | 0.64 |
| 3 | 52 | 60 | 8 | 3.2 | 10.24 |
| 4 | 48 | 56 | 8 | 3.2 | 10.24 |
| 5 | 44 | 68 | 24 | -12.8 | 163.84 |
| 6 | 52 | 60 | 4 | 7.2 | 51.84 |
| 7 | 52 | 56 | 4 | 7.2 | 51.84 |
| 8 | 48 | 60 | 12 | -0.8 | 0.64 |
| 9 | 56 | 52 | 4 | 7.2 | 51.84 |
| 10 | 52 | 72 | 20 | -8.8 | 77.44 |
| 11 | 44 | 56 | 10 | 1.2 | 1.44 |
| 12 | 48 | 60 | 12 | -0.8 | 0.64 |
| 13 | 56 | 72 | 16 | -4.8 | 23.04 |
| 14 | 52 | 52 | 0 | 0 | 0 |
| 15 | 52 | 64 | 12 | -0.8 | 0.64 |
| 16 | 48 | 56 | 8 | 3.2 | 10.24 |
| 17 | 60 | 60 | 0 | 0 | 0 |
| 18 | 52 | 56 | 4 | 7.2 | 51.84 |
| 19 | 48 | 64 | 16 | -4.8 | 23.04 |
| 20 | 44 | 56 | 10 | 1.2 | 1.44 |
| 21 | 44 | 68 | 24 | 12.8 | 163.84 |
| 22 | 60 | 56 | 12 | -0.8 | 0.64 |
| 23 | 48 | 60 | 12 | -0.8 | 0.64 |
| 24 | 40 | 60 | 20 | -8.8 | 77.44 |
| 25 | 48 | 56 | 8 | 3.2 | 10.24 |
| 26 | 44 | 64 | 20 | -8.8 | 77.44 |
| 27 | 52 | 56 | 4 | 7.2 | 51.84 |
| 28 | 48 | 60 | 12 | -0.8 | 0.64 |
| 29 | 44 | 64 | 20 | -8.8 | 77.44 |
| 30 | 40 | 60 | 20 | -8.8 | 77.44 |
| 31 | 40 | 52 | 12 | -0.8 | 0.64 |
| 32 | 48 | 64 | 16 | -4.8 | 23.04 |
| 33 | 48 | 56 | 16 | -4.8 | 23.04 |
| 34 | 52 | 56 | 4 | 7.2 | 51.84 |
| 35 | 44 | 52 | 8 | 3.2 | 10.24 |
| 36 | 44 | 60 | 16 | -4.8 | 23.04 |
| 37 | 40 | 60 | 20 | -8.8 | 77.44 |
| 38 | 52 | 56 | 4 | 7.2 | 51.84 |
| 39 | 48 | 64 | 16 | -4.8 | 23.04 |
| 40 | 52 | 56 | 4 | 7.2 | 51.84 |
| Total | 1944 | 2376 | 448 | | 1456.32 |

$$My = \frac{448}{40}$$

$$My = 11.2$$

$$SDy = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD y = \sqrt{\frac{1456.32}{40}} = \sqrt{36.408}$$

$$SD y = 6.033$$

Table IV. 11
The Students' Gain Post-Test Score
in Experimental Class

| Students | Experiment Class | | X | x | x ² |
|----------|------------------|----------|-----|-------|----------------|
| | Pretest | Posttest | | | |
| 1 | 52 | 80 | 28 | 7.5 | 56.25 |
| 2 | 56 | 72 | 16 | -4.5 | 20.25 |
| 3 | 48 | 64 | 16 | -4.5 | 20.25 |
| 4 | 52 | 68 | 16 | -4.5 | 20.25 |
| 5 | 60 | 76 | 16 | -4.5 | 20.25 |
| 6 | 52 | 72 | 20 | -0.5 | 0.25 |
| 7 | 48 | 80 | 32 | 11.5 | 132.25 |
| 8 | 52 | 72 | 20 | -0.5 | 0.25 |
| 9 | 48 | 68 | 20 | -0.5 | 0.25 |
| 10 | 52 | 72 | 20 | -0.5 | 0.25 |
| 11 | 48 | 64 | 16 | -4.5 | 20.25 |
| 12 | 52 | 80 | 28 | 7.5 | 56.25 |
| 13 | 56 | 80 | 24 | 3.5 | 12.25 |
| 14 | 52 | 64 | 12 | -8.5 | 72.25 |
| 15 | 60 | 80 | 20 | -0.5 | 0.25 |
| 16 | 48 | 72 | 24 | 3.5 | 12.25 |
| 17 | 60 | 68 | 8 | -12.5 | 156.25 |
| 18 | 56 | 80 | 24 | 3.5 | 12.25 |
| 19 | 52 | 72 | 20 | -0.5 | 0.25 |
| 20 | 48 | 60 | 12 | -8.5 | 72.25 |
| 21 | 60 | 76 | 16 | -4.5 | 20.25 |
| 22 | 52 | 76 | 24 | 3.5 | 12.25 |
| 23 | 48 | 80 | 32 | 11.5 | 132.25 |
| 24 | 60 | 72 | 12 | -8.5 | 72.25 |
| 25 | 52 | 80 | 28 | 7.5 | 56.25 |
| 26 | 60 | 80 | 20 | -0.5 | 0.25 |
| 27 | 52 | 64 | 12 | -8.5 | 72.25 |
| 28 | 48 | 68 | 20 | -0.5 | 0.25 |
| 29 | 56 | 72 | 16 | -4.5 | 20.25 |
| 30 | 60 | 68 | 8 | -12.5 | 156.25 |
| 31 | 52 | 68 | 16 | -4.5 | 20.25 |
| 32 | 52 | 80 | 28 | 7.5 | 56.25 |
| 33 | 48 | 80 | 32 | 11.5 | 132.25 |
| 34 | 52 | 80 | 28 | 7.5 | 56.25 |
| 35 | 48 | 76 | 28 | 7.5 | 56.25 |
| 36 | 60 | 80 | 20 | -0.5 | 0.25 |
| 37 | 52 | 68 | 16 | -4.5 | 20.25 |
| 38 | 52 | 80 | 28 | 7.5 | 56.25 |
| 39 | 60 | 72 | 12 | -8.5 | 72.25 |
| 40 | 60 | 80 | 20 | -0.5 | 0.25 |
| Total | 2136 | 2944 | 820 | | 1698 |

$$M_x = \frac{820}{40} = 20.5$$

$$SD_x = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD_x = \sqrt{\frac{1698}{40}} = \sqrt{42.45} = 6.515$$

c. **Testing Hypothesis**

After the calculating of the mean and the standard deviation got toward the gain, it should be input to t-test formula:

$$\begin{aligned} & \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\ &= \frac{20.5 - 11.2}{\sqrt{\left(\frac{6.515}{\sqrt{40-1}}\right)^2 + \left(\frac{6.033}{\sqrt{40-1}}\right)^2}} \\ &= \frac{9.3}{\sqrt{\left(\frac{6.515}{6,244}\right)^2 + \left(\frac{6.033}{6,244}\right)^2}} \\ &= \frac{9.3}{\sqrt{(1.043)^2 + (0,966)^2}} \\ &= \frac{9.3}{\sqrt{1.087849 + 0.933156}} \\ &= \frac{9.3}{\sqrt{2.021005}} = \frac{9.3}{1.421} = 6.544 \end{aligned}$$

From the calculation above, it can be seen that t_o is 6.544. The T table is compared by getting degree of freedom (df). df can be seen in the following formula¹ :

$$\begin{aligned}df &= (N1+N2)-2 \\ &= (40+40) -2 \\ &= 80-2 \\ &= 78\end{aligned}$$

The degree of freedom is 78. In the T table², 78 is not found. In this case, the researcher took df 80. T table in the degree of freedom 80 in significance 5% and 1% is 1,99 and 2,64.

Based on the calculation above, the researcher found that $1,99 < 6.544 > 2,64$. It means that t_o is higher than t table in significance 5% and 1%. In other words, H_o is rejected H_a is accepted, it means that there is that there is a significant effect of using inquiry chart (i-chart) strategy toward reading comprehension of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang.

To identify the level of the effect of using inquiry chart (I-Chart) Strategy toward reading comprehension of the second year students, it was done by calculating coefficient (r^2) by using the following formula:

$$\begin{aligned}r^2 &= \frac{t^2}{t^2 + n - 2} \\ r^2 &= \frac{6.544^2}{6.544 + 50 - 2}\end{aligned}$$

¹ Hartono. *Statistik untuk Penelitian*. Yogyakarta : Pustaka Pelajar, 2008. p. 191

² *Ibid.*

$$r^2 = \frac{42.823936}{6.544+48}$$

$$r^2 = \frac{42.823936}{54.544}$$

$$r^2 = 0.78512643$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

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

$$K_p = 0.78512643 \times 100\%$$

$$K_p = 78.51\%$$

Based on the data analysis about the students ability in comprehending text, it showed that mean of the students' ability in comprehending reading text taught using inquiry chart (I-Chart) strategy was higher than mean of the students' ability in comprehending text taught without inquiry chart (I-Chart) strategy.

Then, the percentage of coefficient effect was 78.51 %. It means that the effect of using inquiry chart (I-Chart) strategy had high significant toward reading comprehension.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' ability of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang in comprehending reading text taught without using inquiry chart (I-Chart) strategy had lower

score. It was effected by different treatment used in teaching learning process.

2. The students' ability of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang in comprehending reading text taught by using inquiry chart (I-Chart) strategy had higher score.
3. There is a significant effect of using inquiry chart (I-Chart) strategy in comprehending reading text of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' reading comprehension in report text without using inquiry chart (i-chart) strategy of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang had lower score and categorized into enough level.
2. The students' reading comprehension in report text by using inquiry chart (i-chart) strategy of the second year at MA. Daarun Nahdhah Thawalib Bangkinang had higher score and categorized into good level.
3. The writer found that there was significant effect of using Inquiry Chart (I-Chart) strategy, it can be concluded that H_0 was rejected and H_a was accepted, Therefore there was significant effect of using inquiry chart (I-Chart) strategy in report text of the second year the students at MA. Daarun Nahdhah Thawalib Bangkinang.

B. Suggestion.

Based on the research finding, the writer would like to give some suggestions for the students and teacher.

a. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading

itself. The students should read the material more and more. In this case, inquiry chart strategy is an appropriate strategy that can be used by the students in reading material to get comprehension.

b. Suggestion for Teacher.

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect of using inquiry chart strategy toward students' reading comprehension. Thus, teacher can apply this strategy in teaching reading comprehension.

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