

**THE TEACHER'S STRATEGY TO IMPROVE READING  
COMPREHENSION AT THE EIGHTH GRADE  
STUDENTS OF MTs NEGERI BARANTI  
KAB.SIDRAP**



By

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Reg. Number: 13.1300.146

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE  
2019**

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**NUR AZISAH**

**Reg. Number 13.1300.146**

Submitted to the English Program of Faculty of State  
Islamic Institute of Parepare in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S. Pd.)

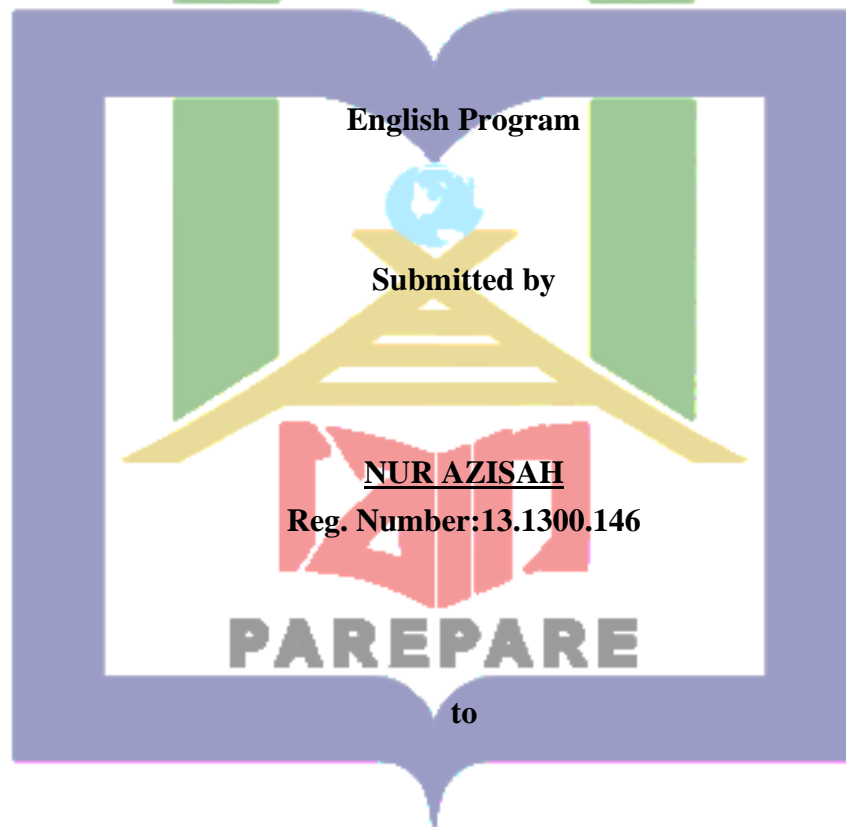
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**SKRIPSI**

**As Partial Fulfilment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**



**ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE(IAIN)  
PAREPARE  
2019**

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Reading Comprehension at the Eighth  
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SKRIPSI

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## ACKNOWLEDGMENT

لِيَسْمِعَ اللَّهُ الصَّخْفَرِ الْحَمِيمِ

*Alhamdulillah Rabbil Al- 'ālamīn.* There is no beautiful sentence to say except prayer and thanks into our God Allah swt. for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely, as partial fulfillments for degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.) of State Islamic Institute (IAIN) of Parepare. May shalawat and salam always be given to our prophet Muhammad saw. as the big leader in this world, who has guided us from the stupidity to cleverness.

The writers would like to presented knowledgment of his deepest appreciation and admiration from his heartstrings especially to his beloved parents (Muh. Hasbi and Sukmawati) who always I remember their suggestions and motivation in her life until finish her skripsi and endless love. The writers get the ease in completing academic assignments on time.

Her deepest appreciation is due to the first consultant, her beloved lecturer at campus Dra. Hj. Nanning., M.Pd and the second consultant, her beloved lecturer, Drs. Ismail, M.M who patiently guided and assisted the writer in finishing this skripsi by giving her suggestion, correlations since the preliminary drafts of this skripsi.

The writers also would like to express his deepest and most thanks to:

1. The rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staff.

2. Dr. H. Saepudin, S.Ag., M.Pd. as the chairman of Tarbiyah Faculty and also Mujahidah, S.Pd. I., M.Pd. as the chairman of English Program for their kind and supple management.
3. The lectures and the staffs of State Islamic Institute (IAIN) Parepare for their guidance during the years of his study.
4. Especially thanks to my beloved husband Kamaruddin give her motivation and support to her until finish his study.
5. Her friends Citra Salam, Hasmawati, Harwika, Niarni Hariyanti who always give courage as well as their helping for finishing this research.
6. Her friends in English Department 2013. Thanks for giving support and sharing their time and being good friends.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt.always blesses us now and forever, Aamiin.

Parepare, 25 October 2018  
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**DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI**

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State that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, 25 October 2018  
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## ABSTRACT

**NurAzisah.** *“The Teacher’s Strategy To Improve Reading Comprehension at the Eighth Grade Students of MTs Negeri Baranti”* (Supervised by Hj Nanning and Ismail).

Reading comprehension is important for all students especially in junior high school students. Reading is the language skill which learners usually find the most difficult. They felt under pressure to understand every word because they are lack in their vocabulary. It automatically influenced their ability in making inferences, finding information detail and finding main idea. The teacher has an important role to choose appropriate methods and techniques to attract students’ passion in improving these skills.

The objective of the research is expected to find out whether inquiry strategy able to improve students reading comprehension at the eighth grade of MTs Negeri Baranti Kab. Sidrap. Then in this research the writer use pre-experimental design with one group pre-test and post-test.it carried out at MTs Negeri Baranti Kab. Sidrap, and it was conducted from September 2018 up to October 2018. Population of this research was the second grade students that consist of seven classes and 210 students. The sample was one class namely VII.C that consists of 24 students as experimental class, which was selected by using purposive sampling. The instrument of the research was test in the form of essay.

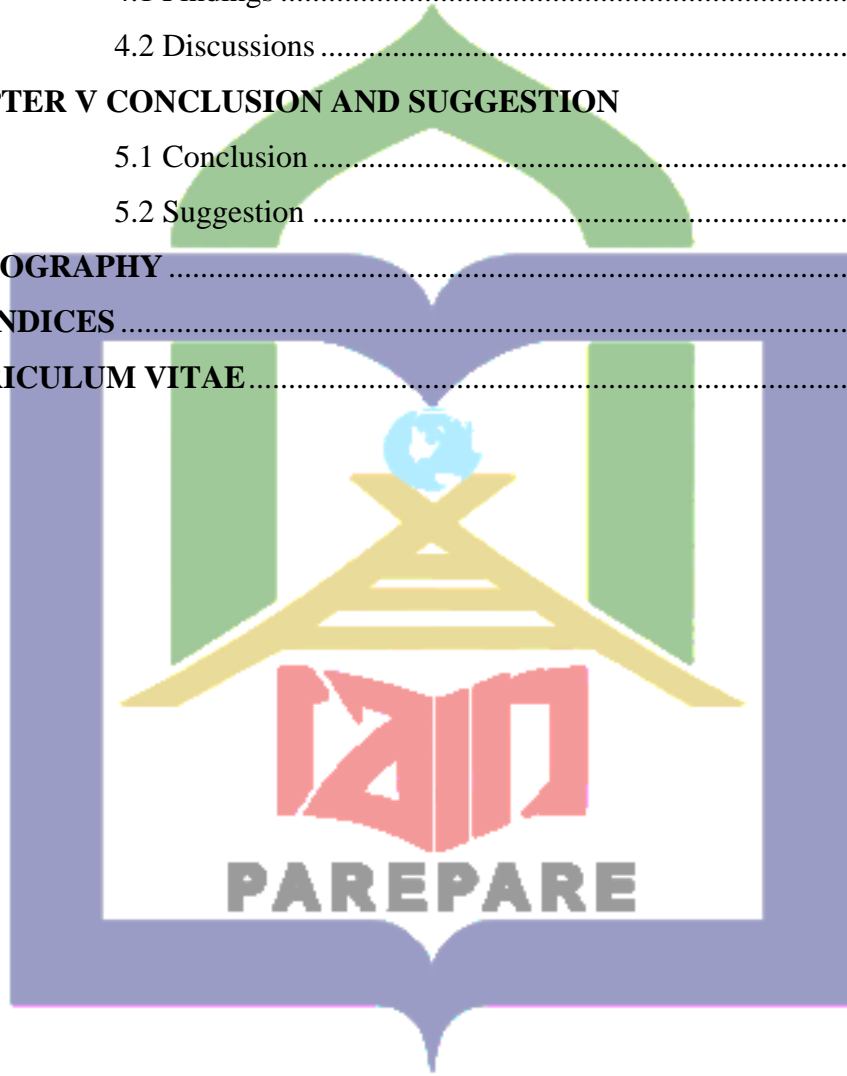
The result showed that the students’ mean score of pre-test was 39,3 and their score of post-test after the implementation inquiry strategy was 60,6 in which the gain amounted 21,2. It means that there was significant difference of students reading comprehension before and after taught through inquiry strategy. Then the rage percentage in post-test was higher than the rate percentage in pre-test in teaching reading. the t-test was greater than value of t-table ( $7,10 > 1,714$ ). Where the result of computation of t-test value got 7,10 if it was consulted with t-table value got 1,714. It proved by the students’ score of post-test. The result of the research proved that by using of inquiry strategy were effective to be used in teaching the students’ reading comprehension and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that inquiry strategy be used to improve students reading comprehension significantly.

**Keywords:** Reading Comprehension, Teacher’s Strategy

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is communication and as teachers we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts. But is it possible to teach a language within the four walls of a classroom? I think not and so we also need to help our learners to learn how to keep on learning.

In order to achieve the learning objectives set out in the curriculum, teachers need to undertake a range of learning activities from planning, strategy determination, material selection and learning methods, to assessment. A series of learning activities in order to achieve these educational goals is often referred to as the strategy taken by the teacher or the learning strategy.

Teacher's strategy is the process the way in which a teacher teaches the students to create an effective and efficient learning process, in teaching the teacher must be clever to use the strategy wisely, the teacher's view of the students will determine the attitude and deeds. Every teacher does not always have the same views in assessing students; this will affect the strategy that teachers take in teaching. With the teacher's strategy will be able to generate students learning motivation, so that will support the achievement of optimal learning outcomes.

With the teacher strategy, direction and learning objectives can be clearly planned. With a clear purpose, then we can set the direction and target with certainty. Determine of learning components is basically directed to achieve goals. Through the teacher's strategy, each teacher can better understand the purpose and direction of le



learning to determine the learning steps and other component, and can be used as criteria for the effectiveness of the learning process. The teacher's strategy can provide feedback. Through feedback, in the teacher's strategy can be known whether the goals have been successfully achieved or not. It is therefore imperative that educators properly select strategy in teaching that is consistent with changing curriculum.

The purpose of education from the point of view of the process model is to enable the individual to progress towards self-fulfillment. It is concerned with the development of understanding not just the passive reception of knowledge or the acquisition of specific s. The goals of education are not defined in terms of particular ends or products but in terms of the process and procedures by which the individual develops understanding and awareness and creates possibilities for future learning.<sup>1</sup>

Reading as a course offered at school and universities play an important role improving human development. Through reading a student can be getting a lot of knowledge or ideas to improve his grade point average, to change his behavior and to complete for a good place in any aspect of life in the world.

Based on the information above, the writer can cloud that strategy and materials are very important in teaching reading. So, the teacher must realize that if he is not able to present the reading material well, they are not interested to read and do the task in the reading text and teacher approach can be applied to overcome students' learning problem is reading to improve students' reading comprehension.

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<sup>1</sup>Jack C. Richards and Willy A. Renandya, *Methodolgy in Language Teaching*(New York: Cambrige University Press, 2002), p. 69-73.

## 1.2 Problem Statement

Based on the problem statement above, the researches would like to bring forward research question:

**1.2.1** How is the students' reading comprehension before treatment?

**1.2.2** How is the students' reading comprehension after treatment?

## 1.3 Objective of Research

Relating to the problem statement above, the objective of the research is:

**1.3.1** To find out the students' reading comprehension before treatment

**1.3.2** To find out the students' reading comprehension after treatment

## 1.4 Significance of Research

Hopefully, the finding of the research is expected to:

**1.4.1** Giving meaningful contribution both students and English teacher of MTs Negeri Baranti Kab. Sidrap in teaching and learning process in general and particularly in teaching reading comprehension.

**1.4.2** Giving useful information for the English teacher to be who will do a class action research, and teach reading comprehension, so they can make this research as one of their reference to improve their strategy to teach reading especially in reading comprehension.

**1.4.3** Giving useful information to everyone who is interested in studying reading especially reading comprehension.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Research Findings

Many studies have performed by research related to use the method to improving students reading ability. Some of the method with their report as follows:

Maryam in her research concluded that there is significant difference between pre-test and post-test. Where is the mean score for pre-test 45.56 and for the post-test 76.94. in other words, critical reading is effective to use in teaching reading, particularly in to the first year students of MA PP. Nurul Haq Benteng Lewo Sidrap.<sup>2</sup>

Jumrah in her research *Improving Reading Comprehension of the Seventh Year Students of SMP Negeri 1 Maiwa Kabupaten Enrekang Through Literal Comprehension*. She concluded the mean score of the students in first cycle and the second cycle was different. The result of the second cycle better than the result of the first cycle. The score of the first cycle could be classified as fair classification and the score of the second is could be classified as good classification. It is proved by the mean score of second cycle (84.77) that is higher than the mean score of first cycle (55.68).<sup>3</sup>

Yunita Sardin in her research *Improving Reading Comprehension at the Second Grade Students of MTs Negeri Pangkajene through Argumentative Paragraph*. Concluded that all the students got low score in the pre-test. It means reading comprehension still low. But the post-test shows that most of students got high

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<sup>2</sup>Maryam, *Improving Reading Comprehension of the Second Year Students of Ma Nurul Haq Benteng Lewo Sidrap Through Critical Reading* (Unpublished, Parepare: STAIN Parepare, 2012).

<sup>3</sup>Jumrah, *Improving Reading Comprehension of the Seventh Year Students of SMP Negeri 1 Maiwa Kabupaten Enrekang Through Literal Comprehension* (Unpublished, Parepare: STAIN Parepare, 2012).

score it means that after doing treatment through argumentative paragraph, the second year students of MTs Negeri Pangkajene have a good category in reading comprehension.<sup>4</sup>

From the point of view of some research above, it can be found that there are many ways to improve the students' reading mastery. The researcher hopes teacher's strategy can make the student effective to learn reading.

## 2.2 Some Pertinent Ideas

### 2.2.1 The Concept of Reading

#### 2.2.1.1 Definition of Reading

The reading can be defined as the study about how to know about read very well in foreign language. There are some definition about reading by different is presented as follow:

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perceptions of graphic symbols that represents language and the reader's language and knowledge of the world. In this process, the reader tries to re-create the meaning intended by the writer.<sup>5</sup>

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning reading comprehension. It is a means of language acquisition of communication and of sharing information and ideas. Like all language, it is a complex interaction between the text and reader which is shaped by

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<sup>4</sup>Yunita, *Improving Reading Comprehension at the Second Grade Students of MTsN Pangkajene Through Argumentative Paragraph* (Unpublished, Parepare: STAIN Parepare, 2012).

<sup>5</sup>Albert J. Harris & Edward R. Sipay. *How To Increase Reading Ability*. (Logman New York and Londong, 1975), p.8.

the reader's prior knowledge, experiences attitude and language community which is culturally and socially situated.<sup>6</sup>

Reading is interacting with language that has been coded imprint reading is an active and angling process that is affected directly by an individual's interaction with his environment.<sup>7</sup>

Based on some definition above, the researcher concluded that the reading can improve our knowledge especially in teacher approach strategies and sharing information or our ideas.

#### 2.2.1.2 Kinds of Reading

Beside definition of reading in English, in this case there are some kinds of reading, namely:

##### 2.2.1.2.1 Reading aloud

Reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances. The members of the class must listen in order to understand the message. The reader could be asked to lay down the text and then answer content questions from others in the class.

##### 2.2.1.2.2 Silent Reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.<sup>8</sup>

<sup>6</sup>Rahmaniar, *Increasing the Students Speaking Ability of STAIN Parepare Trough Visual Dictionary technique* (Skripsi STAIN Parepare 2008).

<sup>7</sup>Arthur, Timthy, and William. *Principle and practices of teaching reading* , (fifth Editin, Londng, 1961), p.4

<sup>8</sup>J.Donald Bowen, Harold Madsen and Ann Hilbert, *TESOL Techniques and Procedure*, (London: Newbury House Publishers.Inc: 1985), p. 232.

### 2.2.1.2.3 Reading Comprehension

Reading comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts), raising student awareness of main ideas in a text and exploring the organization of a texture essential for good comprehension.<sup>9</sup>

### 2.2.1.3 Type of Reading

According Brown, H. Douglas there are some types of reading:

#### 2.2.1.3.1 Perspective

Perspective reading task involve attending to the components of large stretcher of discourse: letters, words, punctuation, and other grapheme symbols.

#### 2.2.1.3.2 Selective

The category is largely an artifact of assessment format. In order to ascertain one's reading cognition of lexical, grammatical or discourse features of language whiten a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple-choice, etc.

#### 2.2.1.3.3 Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text, that is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts,

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<sup>9</sup>Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current practice*,( Cambridge University Press: 2002), p.277

questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of processed

#### 2.2.1.3.4 Extensive

Applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.<sup>10</sup>

Based on the types of reading above, the researcher assumes that, the reader have to know the fourth types of reading because in reading there are some articles, stories and also reading material in the learning always include the type of reading which can make the reader understand more about reading.

#### 2.2.1.4 The Reading Process

The reading process requires continuous practiced, development and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to created images that make sense to them in the unfamiliar places the text describe because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively, this promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech and comprehension. Readers may us morpheme, semantics, syntax and context clues to identify the meaning of unknown word. Readers integrate the words

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<sup>10</sup>H,Dounglas Brown, *language assessment principle and classroom practicece* (SanFrancisco: California, 2003), p.189.

they have read into their existing framework of knowledge or schema (schema theory).<sup>11</sup>

#### 2.2.1.5 Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. Word important factor in determining the degree of comprehension.

According to Heilman (1981; 265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to the purpose of reading s, and like development in any area, reading rate can be improved with training and with practice.

From the statement, it is clearly stated that comprehension or understanding in every reading activity is an important part of learning. The students must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader is able to comprehend what he most important thought is, he needs to be able to identify the details that support the main idea. He must think about what he reads in order to interpret meaning as well as to get the factual information.

According to Burns (1984; 177), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

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<sup>11</sup>“Reading Process,” Wikipedia, <http://en.m.wikipedia.org>.



#### 2.2.1.5.1 Literal Comprehension

Literal comprehension involves acquiring information that is directly stated; the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level understands of vocabulary, sentence meaning, and paragraph meaning.

#### 2.2.1.5.2 Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. for interpretative reading include:

2.2.1.5.2.1 Inferring main ideas of passages in which the main ideas are not directly stated.

2.2.1.5.2.2 Inferring cause-effect relationship when they are not directly stated.

2.2.1.5.2.3 Inferring referents of pronouns

2.2.1.5.2.4 Inferring referents of adverbs.

2.2.1.5.2.5 Inferring omitted words.

2.2.1.5.2.6 Detecting mood.

2.2.1.5.2.7 Detecting the author's purpose in writing.

2.2.1.5.2.8 Drawing conclusion.

#### 2.2.1.5.3 Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discover in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until her or she has

considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

#### 2.2.1.5.4 Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.<sup>12</sup>

### 2.2.2 The Concept of Teaching Strategy in Reading

#### 2.2.2.1 Definition Strategy

Strategy is the process use for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose of learning.<sup>13</sup>

#### 2.2.2.2 Inquiry Strategy

Inquiry strategy is a series of learning activities that emphasize the process of critical and analytical thinking to find and find out for themselves the answers to a questioned problem. Inquiry strategy that involves a maximum of all students' abilities to search and investigate things (objects, humans or events) systematically, critically, logically, analytically so that they can formulate their own findings confidently.

<sup>12</sup>Erika Sinambela, "Improving Student's Reading Comprehension Achievement by Using K-W-L Strategy, South Medan: Reading Comprehension," English Linguistics research 4, no 3, 2015), p. 15-16.

<sup>13</sup>Muslaini, "Strategies For Teaching Reading Comprehension," vol 8, no. 1, 2017), p.70. <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/6129> (was accessed on 24<sup>th</sup>july 2018).

### 2.2.2.2.1 Characteristic Inquiry Strategy

2.2.2.2.1.1 Maximum student activity to find and find

2.2.2.2.1.2 Students do not only act as recipients of lessons through verbal teacher explanations, but they play a role in finding the core of the subject matter itself.

2.2.2.2.1.3 Looking for and finding your own answers from something that is questionable, so that it is expected to foster an attitude of confidence (Self belief). Thus, learning strategies.

Based on the explanation above, Learning activities are usually carried out through a question and answer process between teacher and students. Therefore the ability of teachers to use questioning techniques is the main requirement in conducting inquiry.

### 2.2.2.2.2 Inquiry Learning Steps

Wina Sanjaya (2008: 202) stated that inquiry learning follows the steps below:

#### 2.2.2.2.2.1 Orientation

At the state the teacher takes steps to foster a conducive learning atmosphere or climate. The things done in this orientation stage are:

2.2.2.2.2.2 Describe the topics, objectives, and learning outcomes expected by students

2.2.2.2.2.3 Explain the main points of activities that must be carried out by students to achieve goals. At this stage the inquiry steps are explained as well as the objectives of each step, starting from the steps of formulating the problem to formulating the problem to formulation a conclusion

2.2.2.2.2.4 Explain the importance of topics and learning activities, this is done in order to provide student learning motivation.

#### 2.2.2.2.2.2 Formulate a Problem

Formulate a problem is a step to bring students to a problem that contains puzzles. The problem presented is the problem that challenges students to solve the puzzle. The puzzles in the formulation of the problem certainly have answers, and students are encouraged to look for the right answers. The process of finding answers is very important in inquiry learning; therefore through this process students will gain valuable experience as an effort to develop thinking processes.

#### 2.2.2.2.2.3 Formulating hypotheses

Hypotheses are temporary answers to a problem under review. As a temporary answer, the hypotheses need to be tested for truth. One way that teachers can do to develop the ability to guess (hypothesize) for each child is by asking various questions that can encourage students to formulate temporary answers or can formulate various estimates of the possible answers to a problem under study.

#### 2.2.2.2.2.4 Collecting Data

Collecting data is the activity of capturing information needed to test the proposed hypothesis. In inquiry learning, collecting mental data is very important in intellectual development. The process of collecting data not only requires strong motivation in learning, but also requires perseverance and the ability to use his thinking potential.

#### 2.2.2.2.2.5 Test the Hypothesis

Hypothesis is determining answer that is considered acceptable in accordance with data or information obtained based on data collection. Testing hypothesis also

means developing the ability to think rationally. That is, the truth of the answers given is not only based on argumentation, but must be supported by data found and accountable.

#### 2.2.2.2.2.6 Formulating Conclusion

Formulating conclusion is the process of describing findings obtained based on the results of hypothesis testing. To reach accurate conclusions, teachers should be able to show students which data is relevant.<sup>14</sup>

#### 2.2.2.2.3 The Advantages of Inquiry Strategies

2.2.2.2.3.1 Provide space for students to learn according to their learning style.

2.2.2.2.3.2 Considered in accordance with the development of modern learning psychology that considers learning is a process of changing behavior thanks to experience.

2.2.2.2.3.3 Emphasize the development of balanced cognitive, affective, and psychomotor aspects, so that learning through this strategy is considered more meaningful.

#### 2.2.2.2.4 The Disadvantages of Inquiry Strategies

2.2.2.2.4.1 Difficult to control the activities and success of students.

2.2.2.2.4.2 This strategy is difficult in planning learning because it collides with students' habits learning

2.2.2.2.4.3 Sometimes in implementing it, it takes a long time.

2.2.2.2.4.4 As long as the criteria for learning success are determined by the ability of students to master the subject matter, then this strategy will be difficult to implement.

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<sup>14</sup> Dr. Nunung suryani, M.Pd and Drs. Leo Agung S. M.Pd. *Strategi Belajar Mengajar* (Yogyakarta,2012), p. 120-121.

## 2.2.3 The Concept of Teaching Reading

### 2.2.3.1 Technique for Teaching Reading

Philips has developed a five-stage plan for reading instruction that can be used either in the classroom. The five stages she identifies are:

#### 2.2.3.1.1 Preteaching/Preparation Stage.

This important first step helps develop skills in anticipation and prediction for the reading of graphic material. Philips points out that students need to build expectancies for the material that they are about to read.

#### 2.2.3.1.2 Skimming/Scanning Stage.

Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Philips points out those skilled readers do some scanning while attempting to skim next.

#### 2.2.3.1.3 Decoding/Intensive Reading Stage.

This stage her most necessary when students are “learning to read” rather than “reading to learn.” Decoding involves guessing from content the meaning of unknown words or phrases and may be need at the word, intrasentential, or discourse level.

#### 2.2.3.1.4 Comprehension Stage.

In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose. Philips feels that reading comprehension exercises should (a) not can found the reading skill with other skills, such as writing, (b) reading comprehension checks should project.

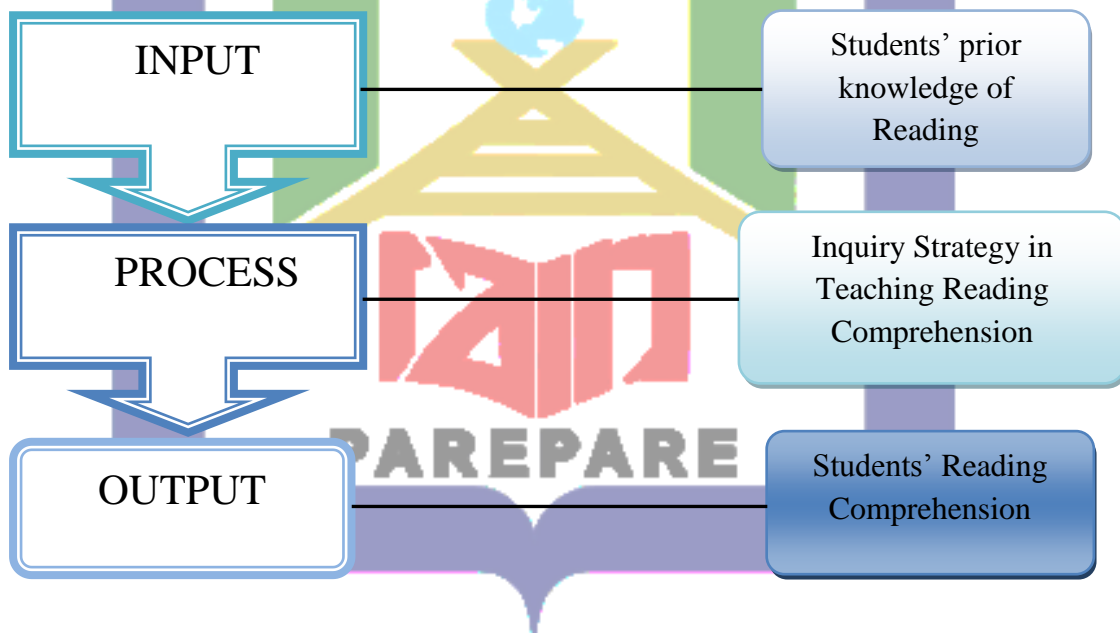
### 2.2.3.1.5 Transferable/Integrating Skills.

In this final stage of teaching reading, Philips maintaining that exercises should be used that help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies per se.<sup>15</sup>

Technique for teaching reading skills an important role in understanding reading materials. It is one the facilities for teacher when would to teach reading and make the student more understand about the reading materials. In this research the research will use skimming for identifying.

## 2.3 Conceptual Framework

The conceptual framework of this research as follows:



Based on the conceptual framework above, there are three elements that be explained, where:

<sup>15</sup>Alice Omaggio Hadley, *Teaching Language in Context 2nd Edition*, (United States of America: Heinle &Heine Publishers: 1993), P. 199-201

### 2.3.1 Input

Input is referring to the student prior knowledge of reading which the students' knowledge about reading before giving treatment by inquiry strategy. To know the student prior knowledge the researcher gives the student pre-test.

### 2.3.2 Process

Process is refer to the students will be learning about reading. In this process, the researches teach the students with the three times meetings.

### 2.3.3 Output

Output is referring to result of process. The result will show that there is students reading comprehension of the inquiry strategy the researcher gives the students post- test.

## 2.4 Hypothesis

Based on the previous literature and the problem statement above, the researcher formulates the hypothesis as following:

### 2.3.1 $H_0$ (Null Hypothesis)

Importance of the inquiry strategy to improve is not able in reading comprehension at the eighth grade students.

### 2.3.2 $H_i$ (Alternative Hypothesis)

Importance of the inquiry strategy to improve is able in reading comprehension at the eighth grade students.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Research Design

The researcher was employ pre-experimental design that applies reading pre-test and post-test design. The objective of the research is to collect information and to find the empirical on the effectiveness of reading. The design may also be present as follow:

E = O1    X    O2

Where:

E    = Experimental group

O1   = Pre-test

X    = Treatment

O2   = Post-test<sup>16</sup>

#### 3.2 Location and Time of Research

The research was done in MTs Negeri Baranti and focus on teacher and students in the school. The time of research was done seminar of proposal and getting approval to research.

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<sup>16</sup>L.R. Gay, *Educational Research, Competencies for Analysis and Application* Columbus, Ohio: Charles E. Merrill Publishing, 1981). p. 225.

### 3.3 Population and Sample

#### 3.3.1 Population

In research methods population is very popular, used to mention a group objects that was subjected to the study. Therefore, population research population is a whole of the object research can be a human, animals, plants, air, symptoms, the value, events, attitude, life, and etc. So that this object will be source of research data<sup>17</sup>. The target population in a needs analysis refers to the people about whom information was collected.

Table 3.1 The population of class VIII MTs Negeri Baranti

No	Class	Student
1	VIII 1	30
2	VIII 2	30
3	VIII 3	30
4	VIII 4	30
5	VIII 5	30
6	VIII 6	30
7	VIII 7	30
Total		210

#### 3.3.2 Sample

The researchers can do student to all members of reading to be interests of research and their only able to take part of the number of exiting populations. Part of

<sup>17</sup>Prof. Dr. H. M. Burhan Bungin, S. Sos., M. Si., *Metohodologi Penelitian Kuantitatif: Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-ilmu Sosial Lainnya* (Jakarta: Kencana, 2008), p. 99.

it is taken the data. Data will collect when in the analysis. The final result state of exiting populations. Part of the number of population of the selected for data source is called the sample.<sup>18</sup>

The sample in this research is students of VIII grade of MTs Negeri Baranti Kab. Sidrap. There are 210 students of VIII grade.

The techniques of sample taking in this research are random sampling.

### **3.4 Variables of Research**

There are two variables involved in this research; there are independent variable and dependent variable. The independent variable is the teacher's strategy and dependent variable is teaching reading comprehension.

### **3.5 Instrument of Collecting Data**

After the conducting the pre-test, the students was treat by inquiry strategy to improve reading comprehension at the eighth grade students. The treatment will conduct for six times meetings.

### **3.6 The Procedure of Collecting Data**

The instruments used by the writer in collecting data are:

#### **3.6.1 Pre-Test**

The writer pre-test when the teacher for the first time entered the class. It is aimed to know the students in material of reading comprehension which given by the writer.

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<sup>18</sup>Prof. Sukardi, Ph.D, *Metodology Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2003), p. 54.

### 3.6.2 Treatment

After the conducting the pre-test, the students was treats by inquiry strategy to improve teaching reading comprehension at the eighth grade students. The treatment was conducting four times meetings.

#### 3.6.2.1 First Meeting

- 3.6.2.1.1 The researcher see the condition of students whether it is ready to learning or not.
- 3.6.2.1.2 The researcher knows the character of each student.
- 3.6.2.1.3 The researcher chooses interesting material.
- 3.6.2.1.4 The researcher will give motivation to the students about important to know English.
- 3.6.2.1.5 The researcher explains purpose learning.
- 3.6.2.1.6 The researcher introduces the material.
- 3.6.2.1.7 The researcher gives the text reading then ask the students to reading and understand the meaning.
- 3.6.2.1.8 The researcher asking students to come forward to read the text they have been given.
- 3.6.2.1.9 The researcher give the other students criticize the pronunciation of students who read the text.
- 3.6.2.1.10 The researcher justified the criticism that the student gave to his friend.
- 3.6.2.1.11 The researcher giving students the opportunity to ask what the text means.
- 3.6.2.1.12 The students answer questions.
- 3.6.2.1.13 The researcher closes the lesson by giving conclusions about the material.

3.6.2.1.14 The researcher orders the students to repeat the lesson and will be reviewed at the next meeting.

### 3.6.2. Second Meeting

3.6.2.1 The researcher will open the class and ask to the students about the material in the last meeting.

3.6.2.2 The researcher will give the reading text.

3.6.2.3 The researcher orders the students to take turns to read reading text.

3.6.2.4 The researcher orders the students to write new vocabulary in the text reading.

3.6.2.5 The researcher orders the students to answer the questions.

### 3.6.3 The Third Meeting

3.6.3.1 Students divide into several groups.

3.6.3.2 Researcher shared a text to the students, and then students ordered to understand the text.

3.6.3.3 The students keep the text and they cannot see it.

3.6.3.4 The researcher gives a half of the story to the students for arranged into perfect sentences.

3.6.3.5 The students answer the question..

### 3.6.3.4 The Fourth Meeting

3.6.3.4.1 The researcher asks to the students about the material in the last meeting.

3.6.3.4.2 The researcher give reading to identify the information contained in the reading.

3.6.3.4.3 The researcher asks questions to other students.

3.6.3.4.4 The researcher concludes the content of the reading.

3.6.3.4.5 And the last, the researcher closes the class.

### 3.7.2 Post-Test

Post-test was done in order to know the changeable on student's reading comprehension material between learning process with explanatory method and learning process through reading.

### 3.7 The Procedure of Data Analyzing

The data was collect through the test analyzed quantitatively. Some formulas will apply in this research to process the data as follow:

#### 3.7.1 Scoring of Student's Answer of Pre-test and Post-test by using this formula:

The student final score = Score =  $\frac{\text{Students correct answer}}{\text{Total number of test items}} \times 100\%$ <sup>19</sup>

#### 3.7.2 Classifying the student's score in the following criteria

Table 3.8 The Classifying the students score

No	Score	Qualification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41- 55	Poor
5	<40	Very Poor <sup>20</sup>

#### 3.7.3 Calculating the Rate Percentage of The Student's Score

$$P = \frac{F}{N} \times 100\%$$

<sup>19</sup>Abdul Majid, *Penilaian Autentik Proses Dan Hasil Belajar* (Bandung: PT Remaja Rosdakarya, 2015), p.195.

<sup>20</sup>Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: Depdikbud, 1997), p. 25.

Notation:

P = percentage

F = frequency

N = total of number of sample<sup>21</sup>

### 3.7.4 Finding Out The Means Score of The Student's Answer By Using this Formula

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

X = Mean Score

$\sum X$  = The total number of the score

N = Total number of student<sup>22</sup>

### 3.7.5 Calculating of Standard Deviation

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Notation:

SD : Standard Deviation

$\sum x^2$ : The Sum all Square

N: The Total Number of Subject

$(\sum x)^2$  : The Sum Square of the Sum of Score<sup>23</sup>

<sup>21</sup>Sudijono Anas, Pengantar Statistik Pendidikan (Jakarta: PT Raja Grafindo persada, 1987), p.40.

<sup>22</sup>Evelyn Hatch and Hossein Farhady, *Research Design and Statistics For Applied Linguistics*(Los Angeles:Newbury House Publishers,INC, 1982), P.55.

### 3.7.6 Finding the Significance Different Between the Mean Score of Pre-Test and Post-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

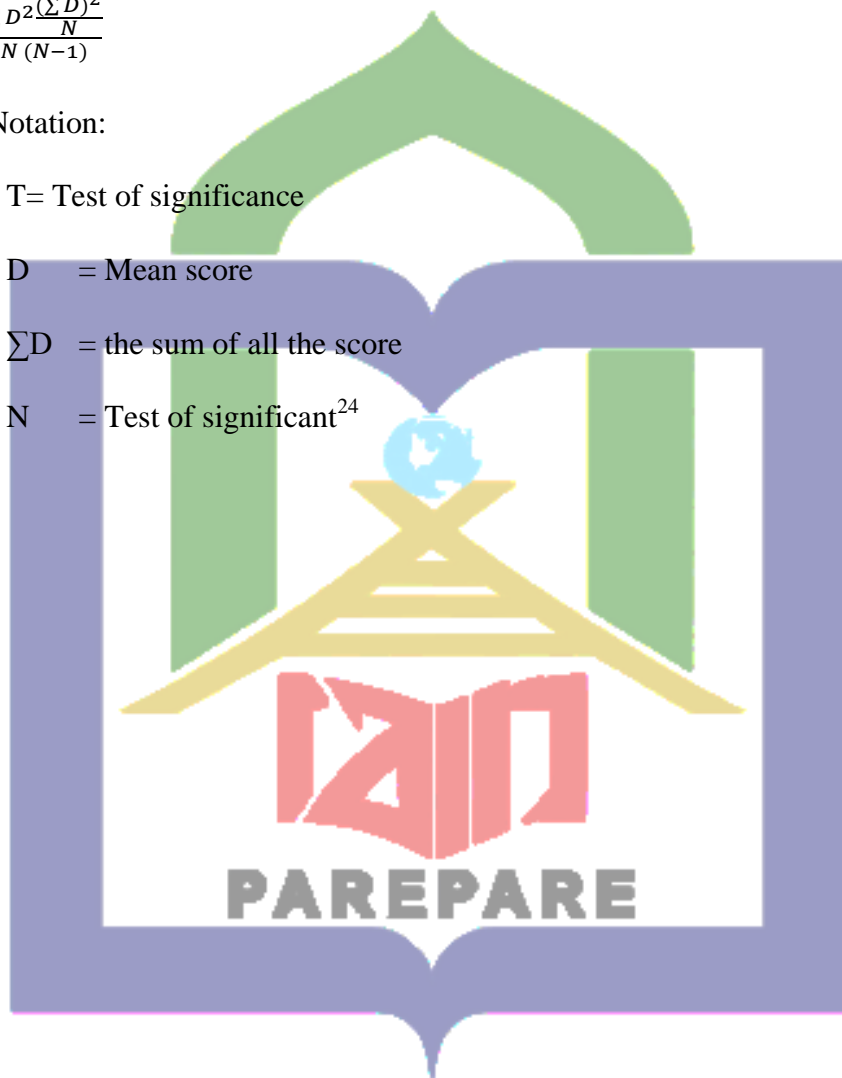
Notation:

T= Test of significance

D = Mean score

$\sum D$  = the sum of all the score

N = Test of significant<sup>24</sup>




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<sup>24</sup>Sukardi, Methodology Penelitian Pendidikan: Kompetensi Dasar dan Praktiknya (Yogyakarta: Bumi Aksara, 2003),P.98



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research describes of the result of data collected through test that can be discussed in the section below.

#### 4.1 Finding

The finding of this research deals with the classification of students' pre-test and post-test. To find out the answer of the problem statement, the writer administrated two tests are pre-test and post-test. Pre-test was given in the first meeting before giving the treatment to the students to know their prior knowledge on reading skill, while post-test was giving after the treatment. The result of post-test can answer the questions of this research that purpose to find out the students' reading skill before treatment, to find out the improving of reading skill after treatment, and to find out the differences between the student' reading skill before and after treatment.

##### 4.1.1 Students' reading comprehension at MTs Negeri Baranti Kab.Sidrap

This part covers the result of data analysis about students' reading comprehension at MTs Negeri Baranti Kab.Sidrap

##### 4.1.1.1 The students' score in pre-test

The pre-test had done before treatment. The writer presented the data of the research consist of result pre-test. To get better comprehension, the writer presented in the following table:

Table 4.1 the Students' Score in Pre-Test

No	Name of students	Correct Answer	Score
1	A. Ferdi Fauzan. M	25	25
2	A.M. Awal. R	40	40
3	Aidil	35	35
4	Akram Hidayat	50	50
5	Chairil Adi Rahmat	40	40
6	Irfan Hakim	25	25
7	Muh Jusman	25	25
8	Muh. Ilham Zaenal	25	25
9	Muh. Rifki	25	25
10	Muh. Hafiz Amin	25	25
11	Muhammad Ihsan	55	55
12	Muhammad lutfi	45	45
13	Muh. Rifki Rusli	50	50
14	Shopian Hidayat	25	25
15	Andi Aulia Fadilah	40	40
16	Anggun	50	50
17	Dini Angreani	50	50
18	Mutmainnah Nurdin	50	50
19	NurAndini Amaliah	50	50
20	NurHikmah	35	35
21	NurRafidah. R	40	40

22	NurSafina	40	40
23	Nurfadillah Sunarto	50	50
24	NurHikmah A	50	50
<b>Total</b>		<b>945</b>	<b>945</b>

(Data' source: the Students' Score in Pre-Test)

After knowing the students' score in pre-test, table below to show the students' score to find out the mean score:

Table 4.2 the Students' Score in Pre-Test to find out the mean score

NO	Name of students	Pre-test of the students ( $X_1$ )			
		Ideal Score	Value (X)	$X^2$	Classification
1	A. Ferdi Fauzan. M	100	25	625	Poor
2	A.M. Awal. R	100	40	1600	Poor
3	Aidil	100	35	1225	Very Poor
4	Akram Hidayat	100	50	2500	Poor
5	Chairil Adi Rahmat	100	40	1600	Poor
6	Irfan Hakim	100	25	625	Very Poor
7	MuhJusman	100	25	625	Very Poor
8	Muh. Ilham Zaenal	100	25	625	Very Poor
9	Muh. Rifki	100	25	625	Very Poor
10	Muh. Hafiz Amin	100	25	625	Very Poor
11	Muhammad Ihsan	100	55	3025	Poor
12	Muhammad lutfi	100	45	2025	Poor

13	Muhammad Rifki	100	50	2500	Poor
14	Shopian Hidayat	100	25	625	Very Poor
15	Andi Aulia Fadilah	100	40	1600	Poor
16	Anggun	100	50	2500	Poor
17	Dini Angreani	100	50	2500	Poor
18	Mutmainnah Nurdin	100	50	2500	Poor
19	NurAndini Amaliah	100	50	2500	Poor
20	NurHikmah	100	35	1225	Very Poor
21	NurRafidah. R	100	40	1600	Poor
22	NurSafina	100	40	1600	Poor
23	Nurfadillah Sunarto	100	50	2500	Poor
24	NurHikmah A	100	50	2500	Poor
<b>Total</b>			<b>945</b>	<b>39875</b>	

*(Data' source: the Students' Score in Pre-Test to find out the mean score)*

Based on the table above, the students' score of pre-test before giving the treatment showed that eight were three students in very poor classification, sixteen students in poor classification, none students' fair classification, and none students in good classification and none of the very good classification. Total score in pre-test was 945. The table showed that almost of the students' reading comprehension was still low. It means that none of students' got highest score. So, it can be concluded that there was not improvement of students' reading comprehension before giving treatment by using inquiry strategy.

The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test.

Firstly, the writer calculated the mean score of the pre-test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{945}{24} \bar{X} = 39,3$$

So, the mean score ( $\bar{X}_1$ ) of pre-test is 39,3

Based on the result of the pre-test, the data showed that the mean score of pretest 39,3. The lowest achievement gained score 25. From the analyzing, it could be seen that most of the 24 students' reading comprehension was still low because most of students gained poor score.

Secondly, the writer calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{39875 - \frac{(945)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{39875 - \frac{893025}{24}}{23}}$$

$$SD = \sqrt{\frac{39875 - 37209}{23}}$$

$$SD = \sqrt{\frac{2666}{23}}$$

$$SD = \sqrt{115}$$

$$SD = 10,7$$

So, the result of the standard deviation of the pre-test is 10,7

After determining the mean score ( $X_1$ ) of pre-test was 39,3 and standard deviation (SD) of the post-test was 10,7, it could be seen that the students' reading comprehension were in a poor category.

#### 4.1.1.2 The students' score in post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.3 The Students' Score in Post-Test

NO	Name of students	Correct Answer	Score
1	A. Ferdi Fauzan. M	65	65
2	A.M. Awal. R	65	65
3	Aidil	60	60
4	Akram Hidayat	60	60
5	Chairil Adi Rahmat	65	65
6	Irfan Hakim	55	55
7	Muh Jusman	70	70
8	Muh. Ilham Zaenal	50	50
9	Muh. Rifki	65	65
10	Muhammad Hafiz Amin	65	65

11	Muhammad Ihsan	40	40
12	Muhammad lutfi	65	65
13	Muhammad Rifki Rusli	65	65
14	Shopian Hidayat	65	65
15	Andi Aulia Fadilah	70	70
16	Anggun	55	55
17	Dini Angreani	50	50
18	Mutmainnah Nurdin	60	60
19	NurAndini Amaliah	55	55
20	NurHikmah	65	65
21	NurRafidah. R	45	45
22	NurSafina	75	75
23	Nurfadillah Sunarto	65	65
24	NurHikmah A	60	60
<b>TOTAL</b>		<b>1445</b>	<b>1445</b>

*(Data' source: the students' score in post- test)*

After knowing the students' score in post-test, table below to show the students' score to find out the mean score;

Table 4.4 the Students' Score in Post-Test to find out the mean score

NO	Name of students	Post-test of the students ( $X_2$ )			
		Ideal Score	Value (X)	$X^2$	Classification
1	A. Ferdi Fauzan. M	100	65	4225	Fair
2	A.M. Awal. R	100	65	4225	Fair
3	Aidil	100	60	3600	Fair
4	Akram Hidayat	100	60	3600	Fair
5	Chairil Adi Rahmat	100	65	4225	Fair
6	Irfan Hakim	100	55	3025	Poor
7	MuhJusman	100	70	4900	Good
8	Muh. Ilham Zaenal	100	50	2500	Poor
9	Muh. Rifki	100	65	4225	Fair
10	Muh. Hafiz Amin	100	65	4225	Fair
11	Muhammad Ihsan	100	40	1600	Poor
12	Muhammad lutfi	100	65	4225	Fair
13	Muh.RifkiRusli	100	65	4225	Fair



14	Shopian Hidayat	100	65	4225	Fair
15	Andi Aulia Fadilah	100	70	4900	Good
16	Anggun	100	55	3025	Poor
17	Dini Angreani	100	50	2500	Poor
18	Mutmainnah Nurdin	100	60	3600	Fair
19	NurAndini Amaliah	100	55	3025	Poor
20	NurHikmah	100	65	4225	Fair
21	NurRafidah. R	100	45	2025	Poor
22	NurSafina	100	75	5625	Good
23	Nurfadillah Sunarto	100	65	4225	Fair
24	NurHikmah A	100	60	3600	Fair
<b>Total</b>			<b>1455</b>	<b>89775</b>	

*(Data' source: the student 'Score in Post-Test to find out the mean score)*

Based on the table above showed that there was an improvement of students' score after giving the treatment. None of students' got very poor classification, seven students in poor classification, fourteen students in fair classification, three students in good classification, and none students got very good classification. It means that the students' reading comprehension has improved after giving the treatment by using

teacher's strategy. Total score in post-test is 1455. It proved that there was increasing of students' score in post-test.

In this, the writer analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process by giving the treatment.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1455}{24}$$

$$X = 60,6$$

So, the mean score ( $X_2$ ) of post-test is 60,6

Based on the result of the post-test, the data showed that the mean score of post-test was 60,6. The lowest achievement gained score 40. From that analyzing, it could be seen that most of the 24 students' reading comprehension was good because there was an improvement of students' score from pre-test to post-test.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{89775 - \frac{(1455)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{89775 - \frac{2117025}{24}}{23}}$$

$$SD = \sqrt{\frac{89775 - 88209}{23}}$$

$$SD = \sqrt{\frac{1566}{23}}$$

$$SD = \sqrt{68}$$

$$SD = 8,2$$

So, the result of the standard deviation of the post-test is 8,2

After determining the mean score ( $X_2$ ) of post-test was 60,6 and standard deviation (SD) of the post-test was 8,2, it could be seen that the students' reading comprehension were in a good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

Test	Mean Score	Standard Deviation (SD)
Pre-test	39,3	10,7
Post-test	60,6	8,2

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had the mean score 39,3 and the post-test score

increased become 60,6. The standard deviation of pre-test was 10,7 (SD) while the standard deviation of the post-test was 8,2 (SD).

As the result of this item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improvement after doing the learning process that used in the class.

#### 4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 the Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	0	0	0%	0%
2	Good	66-79	0	3	0%	13%
3	Fair	56-65	0	14	0%	58%
4	Poor	40-55	16	7	67%	29%
5	Very Poor	≤ 39	8	0	33%	0%
<b>TOTAL</b>			<b>24</b>	<b>24</b>	<b>100%</b>	<b>100%</b>

(Data' source: the Rate Percentage of the Frequency of the Pre-Test and Post-Test)

The table 4.6 showed the students' percentage of pre-test was most common in poor score namely sixteen students and it was the high percentage 67%. Then there

is no students who are in very good score. It means that the students' reading comprehension was still low. Where the percentage of post-test indicated that there was improving percentage of the students in reading because there is no students who are in very good score and there were three students had gotten good scores with the 13%. Besides that, as can be seen, in a great majority of score was fair fourteen score namely students with 58%. And then there were seven students had gotten poor scores with the 29%. There were no students who got very poor score. It means that there was an improving percentage after doing pre-test up to post-test.

#### 4.1.2 Improving Reading Comprehension Through Inquiry Strategy at the Eighth Grade of MTs Negeri Baranti Kab.Sidrap.

This part discusses the result of data analysis of using I8 inquiry strategy in treatment.

##### 4.1.2.1 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test

Table 4.7 The Calculation of the Score on Pre-Test and Post-Test on the Students' reading comprehension

NO	X1	X2	(X1) <sup>2</sup>	(X2) <sup>2</sup>	D(X2-X1)	D(X2-X1) <sup>2</sup>
1	25	65	625	4225	40	1600
2	40	65	1600	4225	25	625
3	35	60	1225	3600	25	625
4	50	60	2500	3600	10	100

5	40	65	1600	4225	25	625
6	25	55	625	3025	30	900
7	25	70	625	4900	45	2025
8	25	50	625	2500	25	625
9	25	65	625	4225	40	1600
10	25	65	625	4225	40	1600
11	55	65	3025	4225	10	100
12	45	65	2025	4225	20	400
13	50	65	2500	4225	15	225
14	25	40	625	1600	15	225
15	72	75	1600	5625	3	9
16	50	55	2500	3025	5	256
17	50	65	2500	4225	15	400
18	50	60	2500	3600	10	100
19	50	55	2500	3025	5	400
20	35	50	1225	2500	15	225
21	40	45	1600	2025	5	25

22	40	70	1600	4900	30	900
23	50	65	2500	4225	15	225
24	50	60	2500	3600	10	100
<b>TOTAL</b>	<b>945</b>	<b>1455</b>	<b>39875</b>	<b>89775</b>	<b>478</b>	<b>13915</b>

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{478}{24} = 19,9$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{19,9}{\sqrt{\frac{13915 - \frac{(478)^2}{24}}{24(24-1)}}$$

$$t = \frac{19,9}{\sqrt{\frac{13915 - \frac{228484}{24}}{24(23)}}$$

$$t = \frac{19,9}{\sqrt{\frac{13915 - 9520,1}{52}}}$$

$$t = \frac{19,9}{\sqrt{\frac{4394,9}{552}}}$$

$$t = \frac{19,9}{\sqrt{7,9}}$$

$$t = \frac{19,9}{2,8}$$

$t = 7,10$  Thus, the t-test value is 7,10, It was greater than t-table.

Table 4.8 the test of significance

Variable	T-test	T-table value
Pre-test and Post-test	7,10	1,714

*(Data' source: the test of significance)*

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the writer used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 24-1 \\ &= 23 \end{aligned}$$

For the level, significant (p) 0,05 and df = 23, and the value of the table is 1,714 while the value of t-test is 7,10. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' reading comprehension through



inquiry strategy is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It has been found that there is an improving reading comprehension through inquiry strategy at the second grade of MTs Negeri Baranti Kab. Sidrap.

## **4.2 Discussion**

### **4.2.1 The Improvement of Students' Reading Comprehension**

In teaching reading, the writer used inquiry strategy to improve the students' reading comprehension. In teaching inquiry strategy, there were some strategies that can be used. But in this research the writer used asking and answering strategy. Where this strategy is an important point to understand the materials well. Then it can be said that inquiry strategy by using asking and answering questions are able to use in teaching reading because those can focus on practicing to answer the questions as quick as possible. Besides reading should be more practice in understanding the materials to get a good result in teaching.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly to see that majority students got poor score namely sixteen and eight students got very poor score. It means that students' reading comprehension before treatment is still low. Because most of them got poor score.

Whereas in the post-test, from the data provided in classification of the table in pre-test, majority students got good score namely three, next fourteen students got fair score, and only seven students got poor score, and none of the students got very poor score. From the result above, the writer can conclude that the students' reading comprehension after treatment improved from poor classification to good classification.

In addition, the mean score of post-test was greater than pre-test, which pre-test is 39,3 and post-test is 10,7. Even, for the level significant (p) 5% and  $df = 23$ , and the value of t-table is 1,714, while the value of t-test is 7,10. It means that, the t-test value is greater than t-table ( $7,10 \geq 1,714$ ). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above, the writer concluded that there is an improvement of students' reading comprehension through inquiry strategy at the eighth grade of MTs Negeri Baranti Kab.Sidrap.

As explained above, from the result of four times meetings, the student found that when the writer thought inquiry strategy in teaching reading, the students' responses to the writer's reading comprehension questions concerning finding, determining reference, and understanding vocabulary of the text during teaching learning process improved. And also the student found that when the writer thought inquiry strategy the students' responses to the writer's reading comprehension questions concerning identifying main idea and making inference during teaching learning process improved from the first meeting to the fourth meeting. These can be seen from number of active students in responding writer's questions in every meeting. From first showed that student's responses to the writer's question still low, because there were only few active students. In second meeting total of active student was more than in meeting than in first meeting. In third meeting, total of active student was more than the second meeting. And the fourth meeting, total of active student in responding writer's question was more and more increase. It is because

usually the writer tried to make them comfort and enjoy in learning. So, the students were confident to asking questions.

From the result and the discussion above, it can be concluded that there was an improvement on students' responses to the teacher's reading comprehension questions concerning finding specific information, determining reference, and understanding vocabulary of the text when inquiry strategy are thought, but not maximal, because it did not include all students in the class. Thus, there was an improvement on students' reading comprehension after inquiry strategy is improvement. Whereas, the reason of the students' reading comprehension improvement was not maximal, the researcher assumed that it may be influenced by the difference of student condition of the class.

In this researcher, the writer showed that inquiry strategy able to improve students' reading comprehension. It because those strategy able to overcome students' problem in answering the reading comprehension question.

As we know that, usually in English examination, especially in reading comprehension, students answer the question by reading the whole text repeat, and sometimes hard to find the answer because almost of them did not know the key word. Which, it makes them easily to find the answer quickly. So, the situation can make them lost much times. But by using inquiry strategy able to make students easily to find the answer correctly and quickly without waste much time.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of research finding, the writer concludes as follows:

- 5.1.1 The students' reading comprehension before being taught by inquiry strategy is in poor score category because the mean of the total score of 24 students is (39,3). Then, the students' score after being taught by inquiry strategy is better than before. After the students got the treatment, th mean of the total score 24 students becomes (60,6). 9it was included into good score categories.
- 5.1.2 Based on the statistical analysis, it was known that the t-test was higher than t-table which t-test was 7,10 and t-table was 1,714. It means that the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_o$ ) is rejected.

After seeing the results that have been mentioned previously, it can be concluded that inquiry strategy are able to improve reading comprehension at the eighth grade students of MTs Negeri Baranti Kab. Sidrap.

#### 5.2 Suggestion

Based on the conclusion above, it can be delivered some suggestions from this research for people who have interested in doing the experiment in the same field. Here the suggestions as follows:

##### 5.2.1 For the English Teachers:

5.2.1.1 Since the students have the lowest score in finding specific information, it is necessary for the teacher to increase students' understanding of finding specific information by doing some activities: for example, the teacher gives the students time

to make a list of points which would like to locate in the text so that the students will not miss the details information in the text.

5.2.1.2 Teacher who intends to teach reading comprehension through teacher's strategy, should aware of level of difficulty and theme of the texts: for example, by choosing a good material such as choosing the word of the text, theme of the text in order to make the students are not difficult in learning process.

5.2.1.3 Teacher's strategy could be used in teaching reading comprehension, because it was an effective technique to improve their reading comprehension to answer the questions quickly.

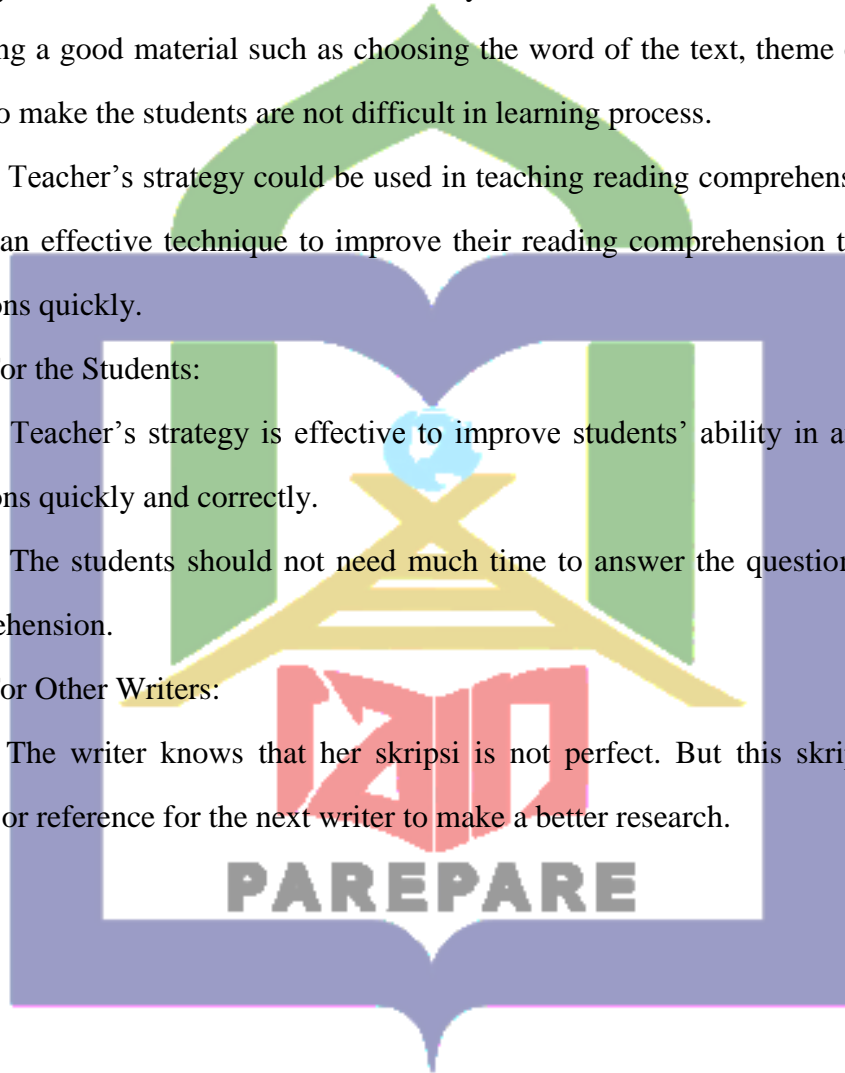
5.2.2 For the Students:

5.2.2.1 Teacher's strategy is effective to improve students' ability in answering the questions quickly and correctly.

5.2.2.2 The students should not need much time to answer the questions of reading comprehension.

5.2.3 For Other Writers:

The writer knows that her skripsi is not perfect. But this skripsi can be a source or reference for the next writer to make a better research.



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## Appendix 1. Instruments

**PRE-TEST****The Caliph and the Clown**

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was well loved by his master that everyone at court showed him great respect. And s the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.

“Leave him alone at once “he ordered. “Why are you beating him?”

“We found him sitting on your throne, O majesty!” the captain of the guards explained.

“Out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even after the guards had left.

“Stop it! Said the irritated Caliph.

“You’re still in one piece, aren’t you?”



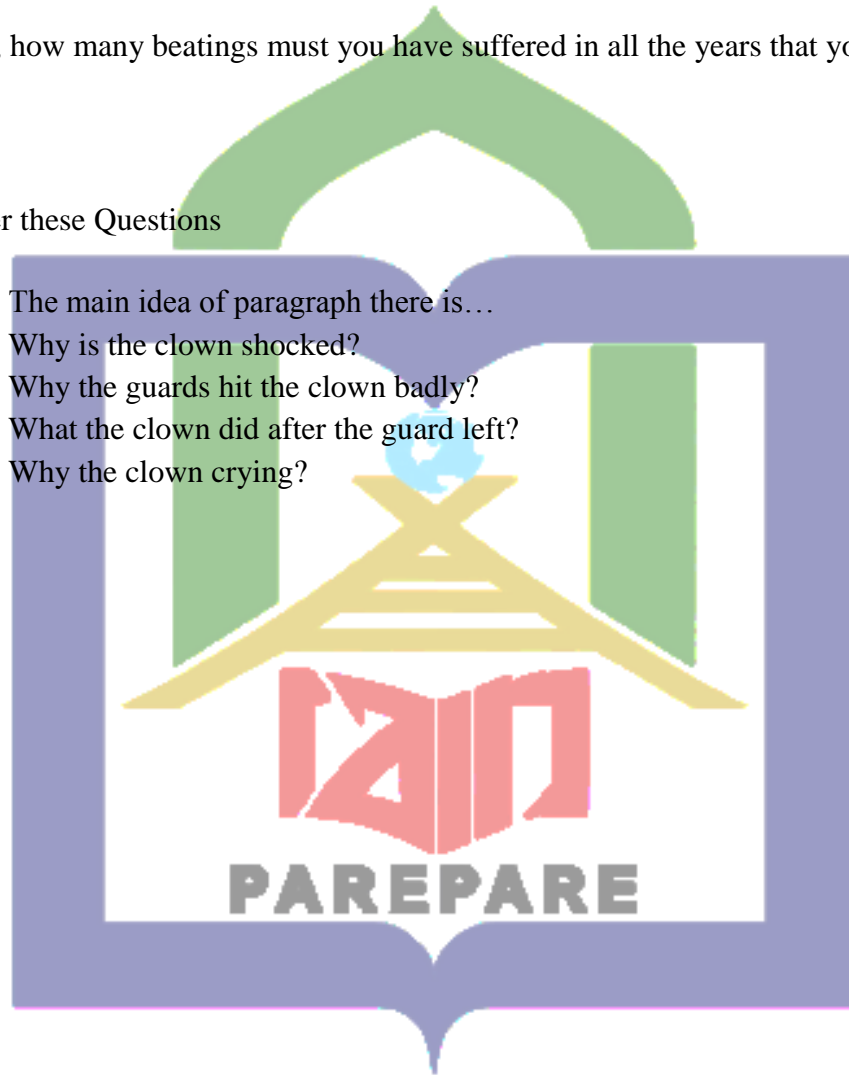
“I’m not crying for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in surprise.

“Certainly! If get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?

Answer these Questions

1. The main idea of paragraph there is...
2. Why is the clown shocked?
3. Why the guards hit the clown badly?
4. What the clown did after the guard left?
5. Why the clown crying?



**POST-TEST**  
**THE FOX AND THE BIRD**

One day, a fox saw a bird sitting on the branch of a tree. In this mouth the bird had some food. The fox wanted this food because he was very hungry.

“You are beautiful bird,” the fox said,” but can you sing?”

“of course I can sing,” thought the bird, “this is a very stupid fox.” He opened his mouth to sing and dropped the food. The fox caught the food and said, ”Yes you can sing, and you are very beautiful, but you are not very smart.” And the fox ran away with the food.

**Answer the Question**

1. Why did the fox want the food?
2. Why did the bird open its mouth?
3. Why did the bird want to sing?
4. What is the moral of the story?
5. What did the fox do when the bird dropped the food?

## Appendix 3. Learning Scenario/RPP

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Sekolah : MTs Negeri Baranti Kab. Sidrap
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VIII.C
- Pertemuan ke : 1 (Satu)
- Standar Kompetensi : Memahami makna bacaan.
- Kompetensi Dasar : Mengungkapkan makna dan informasi yang dapat dipetik dalam teks bacaan dengan konteks sederhana.
- Indikator : Mengidentifikasi berbagai informasi dalam bacaan
- Aspek / skill : Membaca
- Alokasi Waktu : 2 X 40menit
1. Tujuan Pembelajaran  
Mengidentifikasi berbagai informasi dalam bacaan.
  2. Materi Pembelajaran : The Caliph and the Clown
  3. Metode Pembelajaran : Membaca dan tanya jawab
  4. Langkah-langkah Kegiatan
    - a. Kegiatan awal
      - Salam.
      - Berdoa.
      - Mengabsen siswa.
      - Menyampaikan tujuan pembelajaran.

b. Kegiatan inti

- Peneliti melihat bagaimana kondisi siswa apakah sudah siap belum atau belum.
- Peneliti mengetahui bagaimana karakter setiap siswa.
- Peneliti memberikan motivasi kepada siswa.
- Peneliti menjelaskan tujuan pembelajaran dan target pembelajaran.
- Peneliti memperkenalkan materi yang akan dipelajari.
- Memberikan kesempatan kepada siswa menjelaskan materi yang siswa ketahui sebelum peneliti menjelaskan materi yang terkait.
- Memberikan teks bacaan kemudian meminta siswa untuk membaca dan memahami artinya.
- Meminta siswa maju kedepan untuk membacakan teks bacaan yang telah diberikan.
- Siswa yang lain mengkritik pengucapan (pronunciation) siswa yang membaca teks tersebut.
- Memberikan kesempatan kepada siswa untuk menanyakan apa arti dari teks bacaan tersebut.
- Siswa menjawab pertanyaan yang telah diberikan oleh peneliti.
- Peneliti menutup pembelajaran dengan memberikan kesimpulan tentang materi tersebut.
- Menyuruh siswa untuk mengulangi pembelajaran tersebut dan akan direview pada pertemuan selanjutnya.

c. Kegiatan Akhir

- Menyimpulkan hasil pembelajaran
- Salam.

5. Media dan Sumber Pembelajaran

Sumber Pembelajaran :Buku English in focus (for Grade VIII Junior High School SMP/MTs)

6. Penilaian

- a. Teknik : Tertulis
- b. Bentuk : Mengajarkan tugas

**REDFEATHERS THE HEN**

Redfeathers the hen, was so-culled because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hope further and further away.

Redfeathers slipped out of the sack and put a stone in her place, then she ran off. When the dove saw that her friends were safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.


Answer these Questions

1. What did the fox do, after he caught sight of Redfeathers?
2. She fluttered on to the path in the woods, and lay there,.. she refers to...



3. What did the fox think when he found the dove?
4. What happened to the dove?
5. What did Refeathers do to trick the fox?

7. Pedoaman Penilaian

- a. Jumlah skor maksimal  $1 \times 20 = 20$
- b. Nilai maksimal = 100
- c. Nilai siswa =  $= \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$



Parepare, 10 Juli 2018

<p>Mengetahui Guru Pembimbing</p>  <p><u>(Dra. Supiati)</u> NIP: 19660318199903 2 001</p>	<p>Mahasiswa</p>  <p><u>(Nur Azisah)</u> NIM: 13.1300.146</p>
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## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Sekolah : MTs Negeri Baranti Kab. Sidrap
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VIII.C
- Pertemuan ke : II (Dua).
- Standar Kompetensi : Memahami makna bacaan.
- Kompetensi Dasar : Mengungkapkan makna dan informasi yang dapat dipetik dalam teks bacaan dengan konteks sederhana.
- Indikator : Mengidentifikasi berbagai informasi dalam bacaan.
- Aspek / skill : Membaca
- Alokasi Waktu : 2 X 40menit
1. Tujuan Pembelajaran  
Mengidentifikasi berbagai informasi dalam bacaan.
  2. Materi Pembelajaran : The Prince and His Best Friends
  3. Metodel Pembelajaran : Learning practice, membaca dan tanyajawab
  4. Langkah-langkah Kegiatan
    - a. Kegiatan awal
      - Salam
      - Berdoa
      - Mengabsen siswa
      - Menyampaikan tujuan pembelajaran.
    - b. Kegiataninti
      - Menanyakan kembali kepada siswa tentang materi yang telah diajarkan pada pertemuan sebelumnya.
      - Membagikan teks bacaan kepada siswa.
      - Meminta siswa bergantian untuk naik membaca teks bacaan.

- Meminta siswa yang lain untuk mencatat kosa kata berupa teks bacaan dan mnanyakan artinya pada peneliti.
- Menyuruh siswa untuk menjawab pertanyaan yang telah diberikan.
- Meminta siswa yang telah membaca untuk menyimpulkan bacaan tersebut dengan kalimat mereka sendiri.

c. Kegiatan Akhir

- Menyimpulkan hasil pembelajaran
- Salam.

5. Media dan Sumber Pembelajaran

Sumber Pembelajaran :Buku English in focus (for Grade VIII Junior High School SMP/MTs)

6. Penilaian

- a. Teknik : Tertulis
- b. Bentuk : Mengajarkan tugas

**The Prince and His Best Friends**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Petre Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the prince not to give up. The Prince decide not to surrender because he realized that he would become a hostage for the



bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the prince. When they came to the room where the prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Answer these Questions

1. What kind of person was Prince Jonathan ?
2. Who were Prince Jonathan's friends ?
3. What happened when the prince and his two friends were walking in the forest ?
4. What did Peter Piper do when Franklin tried to persuade the Prince to surrender ?
5. After you read the story, what did you think of the Prince's friends ?

#### 7. Pedoman Penilaian

- a. Jumlah skor maksimal  $1 \times 20 = 20$
- b. Nilai maksimal = 100

$$c. \text{ Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Parepare, 10 Juli 2018

Mengetahui  
Guru Pembimbing



(Dra. Supiati)  
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Mahasiswa



(Nur Azisah)  
NIM: 13.1300.146



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Sekolah : MTs Negeri Baranti Kab. Sidrap
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VIII.C
- Pertemuan ke : III (Tiga)
- Standar Kompetensi : Memahami makna bacaan.
- Kompetensi Dasar : Mengungkapkan makna dan informasi yang dapat dipetik dalam teks bacaan dengan konteks sederhana.
- Indikator : Mengidentifikasi berbagai informasi dalam bacaan
- Aspek / skill : Membaca
- Alokasi Waktu : 2 X 40menit
1. Tujuan Pembelajaran  
Mengidentifikasi berbagai informasi dalam bacaan.
  2. Materi Pembelajaran : The Owl and the Nightingale
  3. Metode Pembelajaran : Membaca dan tanya jawab
  4. Langkah-langkah Kegiatan
    - a. Kegiatan awal
      - Salam
      - Berdoa
      - Mengabsen siswa
      - Menyampaikan tujuan pembelajaran.

b. Kegiatan inti

- Membagi siswa menjadi beberapa kelompok.
- Peneliti membagikan bacaan kepada siswa kemudian siswa disuruh memahami bacaan tersebut.
- Siswa menyimpan bacaan tersebut dan tidak boleh dilihat.
- Peneliti memberikan potongan cerita kepada siswa untuk disusun menjadi kalimat yang sempurna.
- Siswa menjawab pertanyaan yang telah diberikan.

c. Kegiatan Akhir

- Menyimpulkan hasil pembelajaran
- Salam.

5. Media dan Sumber Pembelajaran

Sumber Pembelajaran :Buku English in focus (for Grade VIII Junior High School SMP/MTs)

6. Penilaian

- a. Teknik : Tertulis
- b. Bentuk : Mengajarkan tugas

**The Owl and the Nightingale**  
**PAREPARE**

There was once a nightingale in a cage by a window that washes habit t sing only at night. An awl was puzzled by this and went to ask the nightingale what the reason was. “When i was captured,” explained the nightingale, “it was day and i was singing. In this way I learn to be more carefully and to sing only at night.

“Are you afraid you might be captured a second time?” asked the owl. “Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn’t really matter anymore, right?”.

Answer these Questions

1. Where did the nightingale?
2. What did his habit?
3. What was the question of the owl?
4. What was the answer of the nightingale?
5. What did the owl’s reply?

7. Pedoaman Penilaian

a. Jumlah skor maksimal 1 x 20 = 20

b. Nilai maksimal = 100

c. Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Parepare, 10 Juli 2018

Mengetahui  
Guru Pembimbing

Mahasiswa



(Dra. Supiati)

NIP: 19660318199903 2 001



(Nur Azisah)

NIM: 13.1300.146

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Sekolah : MTs Negeri Baranti Kab. Sidrap
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VIII.C
- Pertemuan ke : IV (empat)
- Standar Kompetensi : Memahami makna bacaan.
- Kompetensi Dasar : Mengungkapkan makna dan informasi yang dapat dipetik dalam teks bacaan dengan konteks sederhana.
- Indikator : Mengidentifikasi berbagai informasi dalam bacaan
- Aspek / skill : Membaca
- Alokasi Waktu : 2 X 40menit
8. Tujuan Pembelajaran  
Mengidentifikasi berbagai informasi dalam bacaan.
9. Materi Pembelajaran : The Owl and the Nightingale
10. Metode Pembelajaran : Membaca dan tanya jawab
11. Langkah-langkah Kegiatan
- d. Kegiatan awal
- Salam
  - Berdoa
  - Mengabsen siswa
  - Menyampaikan tujuan pembelajaran.

## e. Kegiatan inti

- Membagi siswa menjadi beberapa kelompok.
- Peneliti membagikan bacaan kepada siswa kemudian siswa disuruh memahami bacaan tersebut.
- Siswa menyimpan bacaan tersebut dan tidak boleh dilihat.
- Peneliti memberikan potongan cerita kepada siswa untuk disusun menjadi kalimat yang sempurna.
- Siswa menjawab pertanyaan yang telah diberikan.

## f. Kegiatan Akhir

- Menyimpulkan hasil pembelajaran
- Salam.

## 1. Media dan Sumber Pembelajaran

Sumber Pembelajaran :Buku English in focus (for Grade VIII Junior High School SMP/MTs)

## 2. Penilaian

- c. Teknik : Tertulis
- d. Bentuk : Mengajarkan tugas

### My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

Answer these Questions

1. When did Ary meet his best friend?
2. Who were Ary's best friends?
3. What was Eric in school?
4. What kind of person was Ricky?
5. How is Eric's body?

7. Pedoman Penilaian

a. Jumlah skor maksimal 1 x 20 = 20

b. Nilai maksimal = 100

c. Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Parepare, 10 Juli 2018

Mengetahui  
Guru Pembimbing

Mahasiswa



(Dra. Supiati)

NIP: 19660318199903 2 001



(Nur Azisah)

NIM: 13.1300.146





## Appendix 4. Treatment of Teacher's Strategy

**TREATMEN****Mantu's Little Elephant**

Little Mantu lived in village deep in the jungle where elephant helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "we're so big and tall, but you're so small. You're nothing at all," said one of the big elephant.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "you're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephant screeched and off they went thundering in fright.

"Did i say there were snakes ?" giggled Mantu. "No, i don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

Answer the following questions:

1. Where did little Mantu live ?
2. Who was his best friend ?
3. What did Mantu whisper in Opie's ear ?

4. What made the huge elephant run away ?



Appendix 6. Documentasion

DOCUMENTASION

Pre-Test



Treatment



Post-Test





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307  
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1940 /In.39/PP.00.9/09/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. SIDENRENG RAPPANG  
Cq. Badan Kesatuan Bangsa dan Politik  
di  
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : NUR AZISAH  
Tempat/Tgl. Lahir : BENTENG, 10 Pebruari 1995  
NIM : 13.1300.146  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : BENTENG, KEC. BARANTI, KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :

**"THE TEACHER'S STRATEGY TO IMPROVE READING COMPREHENSION SKILL AT THE EIGHTH GRADE STUDENTS OF MTs NEGERI BARANTI KAB. SIDRAP"**

Pelaksanaan penelitian ini direncanakan pada bulan **September** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

10 September 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG  
BADAN KESATUAN BANGSA DAN LINMAS**

Alamat : Jl. Harapan Baru (Kompleks SKPD) Arawa Kode Pos 91661

**REKOMENDASI**

No.800/ KesbangPol/2018

- a. Dasar :
1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri ( Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).
  2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Surat Rektor IAIN Parepare, Nomor. B.1940/In.39/PP.00.9/09/2018, Tanggal 10 September 2018, perihal Permohonan Rekomendasi.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

- Nama Peneliti : **NUR AZISAH**  
Pekerjaan : Mahasiswa (i)  
Alamat : Benteng, Kec. Baranti  
Untuk :
1. Melakukan Penelitian dengan judul " The Teacher's Strategy To Improve Reading Comprehension Skill at the Eighth Grade Students of Mts Negeri Baranti Kab. Sidrap".
  2. Tempat : Mts. Negeri Baranti
  3. Lama Penelitian : ± 3 ( tiga ) Minggu
  4. Bidang Penelitian : Pend. Bahasa Inggris
  5. Status/Metode : Pre-Experimental

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 12 September 2018

An. Kepala Badan Kesbang dan Linmas,  
Kabid. Hub. Antar Lembaga,



**FAHRUDIN LAMBO, SE, MM**

Pangkat : Pembina Tk I  
NIP : 19630528 199203 1 002

Tembusan Kepada Yth:

1. Bupati Sidenreng Rappang (sebagai laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Ka. Dinas Pendidikan dan Kebudayaan Kab. Sidrap
4. Ka. Mts. Negeri Baranti
5. Rektor IAIN di Parepare
6. Mahasiswa yang bersangkutan
7. Peringgal -



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**  
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG  
PROVINSI SULAWESI SELATAN  
Telepon (0421) - 3590005 Email : ptsp\_sidrap@yahoo.co.id Kode Pos : 91611

### IZIN PENELITIAN

**Nomor : 751/IP/DPMTSP/9/2018**

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Pertininan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
  2. Surat Permohonan **NUR AZISAH** Tanggal **12-09-2018**
  3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG** Nomor **800/629/KesbangPol/2018** Tanggal **12-09-2018**

### **MENGIZINKAN**

**KEPADA**

**NAMA : NUR AZISAH**

**ALAMAT : JL. ANDI BALLA, KEL. BENTENG, KEC. BARANTI**

**UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :**

**NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI ( IAIN ) PAREPARE**

**JUDUL PENELITIAN : " THE TEACHER'S STRATEGY TO IMPROVE READING COMPREHENSION SKILL AT THE EIGHTH GRADE STUDENTS OF MTs NEGERI BARANTI KABUPATEN SIDENRENG RAPPANG "**

**LOKASI PENELITIAN : MTs NEGERI BARANTI**

**JENIS PENELITIAN : PRE - EXPERIMENTAL**

**LAMA PENELITIAN : 17 September 2018 s.d 06 Oktober 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 12-09-2018

**An. BUPATI SIDENRENG RAPPANG**

**Pt. KEPALA DINAS,**



**H. NURSAMAN, SE**

**Pangkat : Pembina Utama Muda**

**NIP : 19580202 196702 1 005**

**Biaya : Rp. 0,00**

Tembusan :

- KEPALA SEKOLAH MTs NEGERI BARANTI
- REKTOR IAIN PAREPARE
- PERTINGGAL

Appendix 7. curriculum vitae

## CURRICULUM VITAE

**NUR AZISAH.** The writers was born on february 10<sup>nd</sup>, 1995 at Sidrap, Kec. Baranti. She is the second child in his family. She has two brothers. His father's name is Muh. Hasbi and his mother's name is Sukmawati. His educational background, she began her study 2001 in SDN 9 Benteng, Kecamatan Baranti (Sidrap) and graduated on 2007, at the same year she registered at MTs Negeri Baranti, Kec. Baranti, and graduated in 2010, at the same year she registered in MAN Baranti, Kec. Baranti, and graduated in 2013 she registered at Institute Islamic College (IAIN) Parepare at English Education Program and finished his study by title of skripsi "The Teacher's Strategy To Improve Reading Comprehension at the Eighth Grade Students of MTs Negeri Baranti Kabupaten Sidrap"

