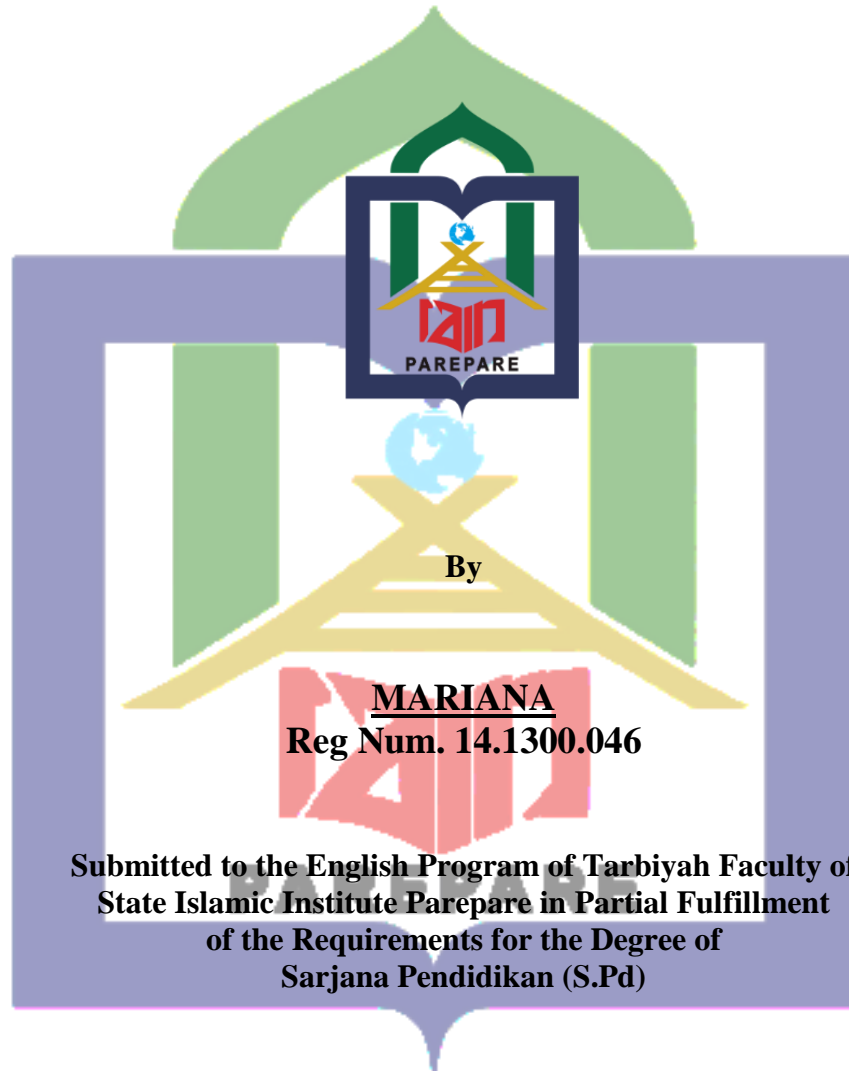


**IMPROVING READING COMPREHENSION BY USING IBT  
METHOD (Inquiry Based Teaching) AT THE TENTH  
GRADE OF MA IZZATUL MA'ARIF  
TAPPINA KAB. POLMAN**



**2019**

**IMPROVING READING COMPREHENSION BY USING IBT  
METHOD (Inquiry Based Teaching) AT THE TENTH  
GRADE OF MA IZZATUL MA'ARIF  
TAPPINA KAB. POLMAN**



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

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

**2019**

**IMPROVING READING COMPREHENSION BY USING IBT  
METHOD (Inquiry Based Teaching) AT THE TENTH  
GRADE OF MA IZZATUL MA'ARIF  
TAPPINA KAB. POLMAN**

**Skripsi**

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

**English Program**

**Submitted by**

**MARIANA  
Reg Num. 14.1300.046**

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Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 27<sup>th</sup> August 2018

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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

Parepare, 27<sup>th</sup> August 2018

The Writer

  
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## ABSTRACT

**Mariana.** *Impoving reading comprehension by using IBT Method (Inquiry Based Teaching) of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN* (Supervised by Hj. Nanningand Ismail)

This study is the researcher want to see improving reading comprehension of the tenth year students of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN by using IBT Method (Inquiry Based Teaching). The subject of this research is X ips class which is consisted of 22 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether IBT Method (Inquiry Based Teaching) can improve the students' reading comprehension or not.

The result in this research was indicated that there was improvement of the students' reading comprehension. it was indicated by the students' mean score of post-test (3,40) was greater than pre-test (2,02). Even, for the level significant (p) 5% and  $df = 21$ , and the value of table is 1,721, while the value of t-test is 16,13. it means that, the t-test value is greater than t-table ( $16,13 \geq 1,721$ ). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

**Keywords:** Reading Comprehension, IBT Method (Inquiry Based Teaching)

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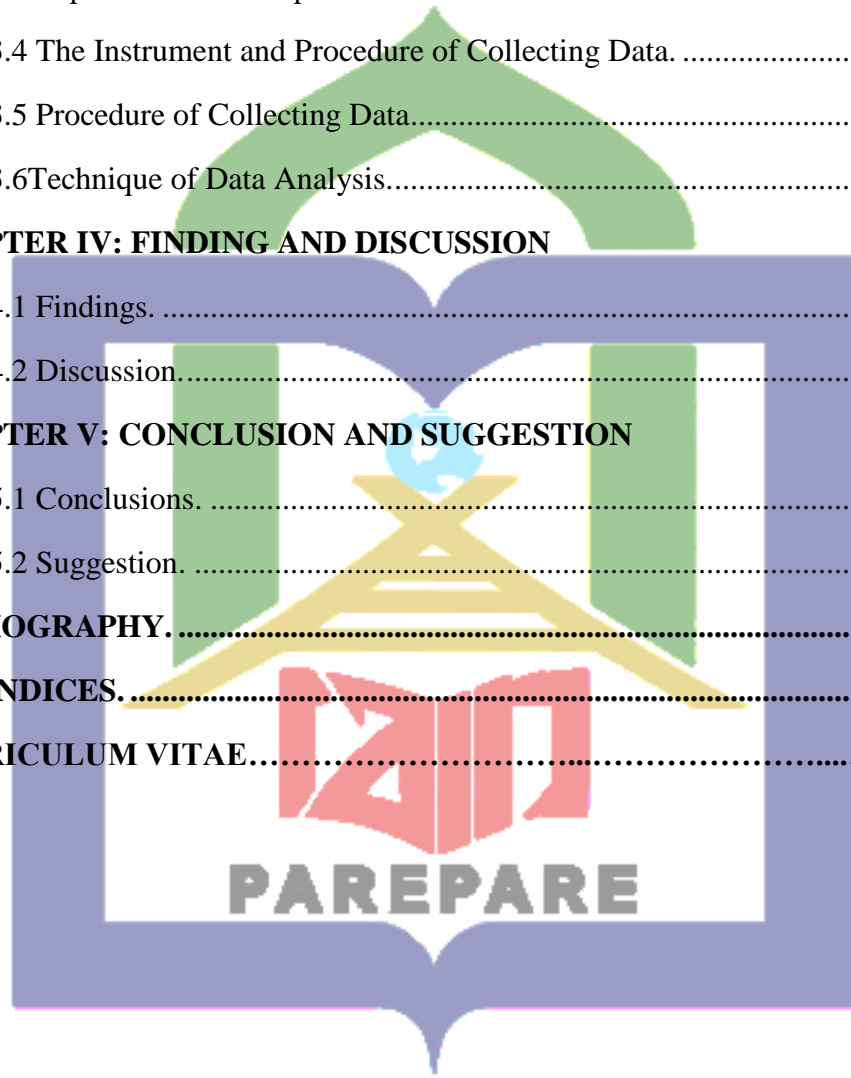
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## CHAPTER I INTRODUCTION

### 1.1 Background

Everyone knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in language all subject matters. English is one of international language. This language is used all over the world. As a result, Indonesia government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia.

In learning language, there are four skill should be mastered by students, such as listening, speaking, writing and reading. There four skills should be involved by teacher in process of teaching and in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. And the four skill in English is very important.

Reading is the important skill in learning English. Though reading, the students can improve their knowledge which is needed for continuing personal growth and adapt the change in the world. In order to, the students can get much new information through the book, newspaper, magazine, and the others. There are many away to get information.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but rather than it, we need to get and overall understanding of the text. Comprehension is much needed to understand



the meaning of the text or written information. In other words, the students cannot get the purposes or messages of author without comprehension properly. The comprehension of this case meaning the ability of students to paraphrase, explain, summarize and make prediction. Reading is not phonics, vocabulary, syllabication or other skill, as useful as these activities may be the mean of reading is a transaction between the words of an author and the mind to the reader, during which meaning is constructed. This means that the main goal of the reading instruction must be comprehension. Therefore, the researcher wants students to understand what is on a page.<sup>1</sup>

In addition students need to master reading to communicate and receive some information ( technology, science, education, economic and politic ). To be able to get all that information are usually found in written material like book, magazine, newspaper, paper, journal, article, blog, social media. To get good understanding about the written materials above the students need to read it will and effectively.<sup>2</sup>

In fact, many students are lazy to read a book by the reason of have not enough time, skill a time, make boring, and etc. but actually, the students have to know that reading has many purposes. Not only be get new information but the purpose if reading is to arrange ideas. When the students find such difficulties, they may read some book to enlarge and recognize their ideas as good as possible. Besides that, the purpose of reading is be solve problems and make a relax and enjoy. Teaching reading to English learners is exciting for teachers who have the ability to

---

<sup>1</sup>Yulian sri on her research, *the using of derected reading activity strategy to improve the the reading comprehension*, (Unpublished Thesis of STAIN Parepare, 2012), p.2

<sup>2</sup>Harmer, *The Practice of English Language Teaching* ( Cambridge: Logman, 2005 ), p.203

perform it. It teachers have skill and competence to apply the appropriate teaching strategies and method which can give motivate them students to enjoy the printing materials they distribute.<sup>3</sup>

But day, many students have lack interest to reading specially students at the senior high school, because they are think is difficult understand the text of reading. Specially at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN. Because the are teacher sometimes give the students a long text of reading without banned by strategy or method and make them boring in reading.

Based on the problem above the researcher concludes a research under the title “Improving Reading Comprehension By Using IBT method (Inquiry Based Teaching) at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN.

## 1.2 Problem Statement

Based on the background above, the researcher formulated the problem statement as follows:

1.2.1 Is IBT (Inquiry Based Teaching) method able to improve students' reading comprehension at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN.

---

<sup>3</sup>Maryam on her research, *Improving Reading Comprehension of The Second Year Students of Ma Pp Nurul Haq Benteng Lewo Sidrap Through Critical Reading* (Unpublished Thesis of STAIN Parepare,2012), p.2

### 1.3 The Objective of Research

Based on the problem statement previously set out the report of this research aimed at finding out the following objective :

1.3.1 To know whether IBT method (inquiry based teaching) can improve students' reading comprehension or not.

### 1.4 The Significant of The Research

The research result is expected to be able to give some benefits, such as following :

1.4.1 For the English teacher

The result of this research is expected to provide useful information about varying teacher method in class especially for reading comprehension.

1.4.2 For the students

It makes the students can be mastery on reading comprehension and on the other way them more interest and enjoy improving their reading skill through IBT method ( inquiry based teaching ).

1.4.3 For the researchers

This researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases, and to solve the students' reading problems, and also the teachers that have the similar problem with this researcher.

## CHAPTER II

### REVIEW AND RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, The Previous Related Finding, Conceptual Framework, and Variable and Operational Definition.

#### 2.1 Some Pertinent Idea

##### 2.1.1 The Concept of Reading Comprehension

###### 2.1.1.1 Definition of Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.<sup>1</sup> In the classroom, some teachers often use texts or book as media to deliver material of a subject. Furthermore, the teacher asks the students to read the text to grab information in order that could understand the material.

Reading is essential to every students to be able to master another skill and aspect in english such as vocabulary, grammar, speaking, listening and writing. For example if students want to be a good writer they have to a good reader. The student can enrich their vocabulary by reading because in the text reading there are many new words that they can found. The grammar ability also can improve their grammatical sentences that use in the text they read. After read a text they can practice and it is very helpful to improve their speaking ability. In the learning process when the teacher read a text, students will try to understand the text by

---

<sup>1</sup>Grade, W. ( *Reading in a second Language Moving from Theory to Pranjctice* ( New Yort: Cambridge University Press, 2009 ), p.5

listening carefully and try to improve their writing skill and they try to write by their own language.<sup>2</sup>

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skills, experience, language background, mind sets, and reasoning abilities as they anticipates meaning on the basic of what has been read.<sup>3</sup>

Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researcher to date have only tentatively confirmed the existence of approximately five component skills.

According to parel and jain, reading is an important activity for expanding knowledge of certain subjects.<sup>4</sup> They can catch what text tell about.

Wixon, Peters, Weber in patila, conclude that reading as the process of constructing meaning through the dynamic interaction among : 1) the reader's exiting knowledge; 2) the information suggested by the text being read; and 3) the context of the reading situation.

Based on definition above, it can be concluded that reading is a process to getting information of constructing meaning from the message conveyed through writing symbols. The eyes receive message and the brain then has to work, the significance result of the message is understanding and knowledge of what has been read.

---

<sup>2</sup> Harmer, *The practice of English Language Teaching* ( Cambridge: Longman, 2005 ), p.203.

<sup>3</sup> Albet J Harris and Edwar R Sipay, *How to Lincrease Reading Ability* (New Yort: Longman, 1981 ), p.10.

<sup>4</sup> Parep and Jain, *English Language Teaching*.( Jaipur : sunrise publisher, 2008 ), p.113.

Reading is with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension test. If a test says it measures comprehension, whatever that test happens to measure become *what* comprehension, is supposed to entail.<sup>5</sup>

Reading comprehension is a complex set of different skills and types of knowledge that are activated in nearly simultaneous process. Comprehension is a special kind of thinking process the reader comprehends by actively constructing meaning internally from interacting with the material that is read.<sup>6</sup> Mikulecky and Jeffries stated that comprehension is making sense of what someone reads and connecting the text to what he already knows. It meant readers can answer questions or explaining texts because they have comprehension with connection each idea in the text.<sup>7</sup>

Reading comprehension is an individual task and students may read the same passage but interpret it in various ways. Reading comprehension is the ability to understand a written passage of text, comprehension is the bridge from passive reading to active reading. A person will be able to understand the words. The lack of strong reading comprehension obviously affects students success. Some students face many problems at the comprehension level because they find it difficult to know how the words come together; sometimes the students understand the meaning of each

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<sup>5</sup>Alexander, et al., *Teaching Reading* ( USA: Little Brown, 1979 ), p.133

<sup>6</sup>Anderson and Pearson, *A schema-theoretic View of Basic Processes in Reading Comprehension*, (New York: Longman, 1984), p.1

<sup>7</sup>Mikulecky and Jeffries, *Reading Power*, (United States: Pearson Education, 2007), p. 74

word but they fail to understand the relationship between the sentences and the meaning of the entire text.<sup>8</sup>

#### 2.1.1.2 Kinds of Reading

There are five kinds of reading according to Nuttal<sup>9</sup> as follow;

##### 2.1.1.2.1 Loudly Reading

Reading aloud is a kinds of reading that expressed orally every word in the text. It aims to improve he students ability in pronouncing the word. Stressing the words and having a good intonation about every sentence in the passage. The student who involve in reading aloud activity will get progress because they themselves always measures their own skill of pronouncing and stressing the words that shown by teacher in reading aloud activity.

##### 2.1.1.2.2 Silently Reading

Silently Reading reinforces the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension. This reading is a skill to criticize what is written to discusses something written means to draw inference and conclusion as to tell new idea on what is read.

##### 2.1.1.2.3 Speed Reading

Speed reading is used to improving speed comprehension in reading. This must run side by with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

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<sup>8</sup>Brown, H. Douglas,., *The Principles of Language Learning And Teaching*,( Cambridge : Logman, 2005 ), p.7

<sup>9</sup>Nuttal Christene, *Teaching Reading Skill in Foreign*, ( London, heineman international publishing 1982 ), p.17



### 2.1.1.3 Types of reading

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

#### 2.1.1.3.1 Perspective.

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

#### 2.1.1.3.2 Selective.

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

#### 2.1.1.3.3 Intensive

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 sentence, 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, questionnaires, memos, announcements, directions, recipes, an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of process.

#### 2.1.1.3.4 Extensive

Applies to texts of more than a page, up to and including professional articles, essays, technical report, short stories, and books.

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.<sup>10</sup>

#### 2.1.1.4 Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top down model, and the interactive model.

##### 2.1.1.4.1 The Bottom-up Model

Carrell as cited in Ahmadi & Pourhosein Gilakjani said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. There are some difficulties in this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words.

##### 2.1.1.4.2 The Top-down Model

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<sup>10</sup>Nurhana on her research, *Improving The Students Reading Comprehension Through Directid Reading Thinking Activity ( DRTA ) At The Eleventh Grade Students Of SMA NEGERI 5 PINRANG*, (Unpublished Thesis of STAIN Parepare, 2018), p. 8

Goodman as cited in Ahmadi & Pourhosein Gilakjani stated reading as a “psycholinguistic guessing game” in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels (Nuttall, as cited in Ahmadi & Pourhosein Gilakjani).

#### 2.1.1.4.3 The Interactive Model

According to Rumelhart, Nunan, and Grabe, the effective reading needs both top-down and bottom-up decoding. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge (as cited in Ahmadi & Pourhosein Gilakjani). According to Stanovich as cited in Ahmadi & Pourhosein Gilakjani, this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers should find reading instructions according to this model to boost L2 readers’ skills. The mutual teaching

method is a reading instruction that is based on the interactive model. It involves four principal reading strategies.<sup>11</sup>

#### 2.1.1.5 Purposeful Reading

Most reading authorities regard meaningful, purposeful reading as a major factor in promoting comprehension. The ability of the reader to establish a purpose when reading sets the limits for completing the job efficiently. A major vehicle for teachers to utilize in fostering growth in purposeful reading is the proper framing of classroom questions in relation to the desired reading comprehension outcome. Providing children with specific questions prior to reading helps engage them in learning, direct their purposes for reading, and regulate their depth and rate of reading

Many teachers are unaware of the power they possess in influencing the level of thinking that occurs in their classrooms. Classroom observations reveal that teachers bombard students with a great number of questions every day. Shi man and Nash ( 14 ) reported a study by Sarason that indicated that while elementary teachers thought they asked between 12 and 20 question in a thirty – minute time span, the actual number ranged from 45 to 150. The fact that these teachers underestimated the number of questions they asked suggests that little thought was given to either the kinds of questions asked or the pupils' responses. Primary level pupils and older pupils who are in the early stages of learning to read are often devoting most of their attention to word identification. As a result they are not giving their full attention to getting meaning. This is not to suggest that these children cannot comprehend, but that teachers must be certain that what children are reading is purposeful and meaningful to them. Application of word identification skills in context not only

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<sup>11</sup>Journal of Studied in Education, ISSN 2162-6952, 2016, Vol. 6, No.2, p.231.

allows for meaningful practice, but allows pupils to use all available cues to get meaning.<sup>12</sup>

#### 2.1.1.6 Teaching Reading

Teaching reading is a major challenge facing teachers. This text is intended to meet the needs of students in an elementary reading methods course. Its goal is to help the students to prospective or practicing teachers develop the necessary knowledge, skills, and teaching strategies to turn your pupils into better readers.<sup>13</sup>

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as Gray in Parel and Jane's statements.<sup>14</sup> Kimbel and Garnezy in Brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.<sup>15</sup>

Teaching is a part of education. Teaching is an activity to make interaction between teacher and the students. In teaching process the students must be active in the class to develop their knowledge and to achieve their purpose. The teaching process does not depend on the students (student centered) but the teaching as a process is directed to the goal oriented from students and teacher. In a teaching process, a teacher needs to create a purpose clearly. A teacher should be involved

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<sup>12</sup>Arthur w. Heilman, Timothy R. Blair and William H. Rupley, *Principles and Practices of Teaching Reading*, ( Columbus Toronto London Sydney, 1981 ), p.247.

<sup>13</sup>Alexander, et al., *Teaching Reading* ( USA: Little Brown, 1979 ), p.5

<sup>14</sup>Parel and Jain, *English Language Teaching*, ( Jaipur : Surnise Publisher, 2008 ), p.114

<sup>15</sup>Douglas, *Principles of Language and Teaching*, ( New York : Pearson Education, 2000 ), p.75.

in the process of teaching, such as : planning, collecting sources, giving motivation, giving a help, and improve some errors to reach the purpose of their teaching.<sup>16</sup>

“ According to Ninan, many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.”<sup>17</sup>

## 2.1.2 Concept IBT method ( Inquiry Based Teaching )

### 2.1.2.1 Definition IBT

Inquiry is a word that has many meanings for many people in different contexts. In the field of science, inquiry means the art or science asks about nature and finds the answer to that question. Inquiry is done through steps such as observation and measurement, hypothesis, interpretation, and theoretical preparation. Inquiry requires experimentation, reflection, and an introduction to the strengths and weaknesses of the methods used in. A similar opinion was expressed by Budnitz in 2003, who said that inquiry means asking questions that can be answered through justification and verification.

Inquiry means a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings confidently. Inquiry learning is oriented towards maximum student involvement in the process of learning activities, maximum direction of activities in the learning process, developing an attitude of confidence in students about what is found in the inquiry process.

<sup>16</sup>Alexander, et al., *Teaching Reading* ( USA: Little Brown, 1979 ), p.37

<sup>17</sup>Ninan, *Language Teaching Methodology*, ( Sydney : Prentice Hall, 2003 ), p.75

Inquiry is carried out through steps such as observation and measurement, hypothesis, interpretation, and compilation of theories. The inquiry requires experimentation, reflection, and an introduction to the strengths and weaknesses of the methods used. Inquiry is related to active activities and skills that focus on seeking knowledge or understanding to satisfy curiosity.

In the field of learning, it is known as a learning method called Inquiry Based Teaching (IBT), which is a learning method that makes teachers to create situations that position students as scientists. Students take the initiative to question a phenomenon, submit hypotheses, make observations in the field, analyze data, and draw conclusions, and explain the findings to others. The expected answer to the question is not single but plural. The important thing is that in seeking answers, students work using certain clear standards so that the results can be accounted for. Therefore, it is possible for students to integrate and synergize different disciplines and methods.

In the field of learning, there is a learning method called Inquiry-Based Learning (IBL) and a teaching approach called Inquiry-Based Teaching (IBT). IBL is a way of gaining knowledge through the inquiry process. Meanwhile, IBT is a teaching method that mandates teachers to create situations that position learners as scientists. Learners take the initiative to question a phenomenon, propose a hypothesis, make field observations, analyze data, and draw conclusions, and explain their findings to others. The expected answer to the question is not singular but plural. What is important is that in searching for answers, learners work by using certain



standards that are clear so that the results can be accounted for. Therefore, it is possible for learners to integrate and synergize different disciplines and methods.<sup>18</sup>

#### 2.1.2.2 The benefits of IBT

IBT is useful for learners for the following reasons: (1) the subject matter being studied relates to the day-to-day experience of the learners, which sometimes arouses their curiosity; (2) IBT can make active learners because IBT minimizes lecture methods; (3) IBT can accommodate differences in the development of learners; (4) the method of assessment in IBT enables learners to demonstrate competence in various ways; (5) IBT can synergize different subjects and teaching methods of learning; (6) IBT can develop the competence of the learners' communication because they must present their findings in an understandable way; (7) IBT can develop critical thinking of learners; and (8) finally, IBT can make the learners more independent.<sup>19</sup>

For teachers, IBT can create opportunities to learn how the minds of learners work. Such understanding can be used to create learning situations and facilitate them in gaining knowledge. When applying IBT teachers can know: (1) when to give encouragement, (2) what guidance can be given to each learner, (3) what does not need to be given to learners, (4) how to read learners' behavior while they are working, (5) how to tolerate ambiguity, (6) how to constructively construct mistakes, and (7) how to help learners collaborate in solving problems collectively, (8)

<sup>18</sup>Budnitz, Norman. (2003). "What do We Mean by Inquiry?" <[http://www.biology.duke.edu/cibl/inquiry/what\\_is\\_inquiry.htm](http://www.biology.duke.edu/cibl/inquiry/what_is_inquiry.htm)>.

<sup>19</sup>Hebrank, Mary. (2000). "Why Inquiry-Based Teaching and Learning in the Middle School Science Classroom?" <[http://www.biology.duke.edu/cibl/inquiry/why\\_is\\_inquiry.htm](http://www.biology.duke.edu/cibl/inquiry/why_is_inquiry.htm)>.

observations, hypotheses, or meaningful experiments for learners; how to guide learners appropriately.

#### 2.1.2.3. Benefits of IBT Method (Inquiry Based Teaching) To Learning In School.

1. Study material taken about students' daily experiences which sometimes attracts their curiosity,
2. Can make students active because Inquiry Based Teaching (IBT) minimizes the lecture method,
3. Can accommodate differences in student development,
4. Submission Method Based on Demand Based Teaching (IBT)
5. Can synergize various subjects with different learning methods,
6. Can develop student communication because they have to discuss their findings in a way that is easily discussed,
7. Can develop students' critical thinking,
8. Can make students more independent.

While the benefits for educators (teachers), can create opportunities to help students think. This understanding can be used to create learning and facilitate them in gaining knowledge. According to Budnitz, the compilation of applying Inquiry Based Teaching (IBT) teachers can find out:

1. When to give encouragement,
2. What instructions can be given to each student,
3. What does not need to be given to students,
4. How to read students who are working,
5. How to help students collaborate in solving problems together,
6. Whenever observations, hypotheses, or experiments support students,

7. How to tolerate ambiguity (which has a double meaning),
8. How to make use of constructive mistakes,
9. How to guide students appropriately.

This method is in line with constructivist theory, where constructivist-based learning provides opportunities for students to discuss about, explaining experiences related to those supported by students, making students motivated to multiply and integrate theories about phenomena that challenge students. This choice encourages students to think creatively, imaginatively, reflect on models and theories, introduce ideas at the right time. Trying to support new, encourage students to gain confidence. Thus supporting constructivist provides a conducive learning environment that supports students expressing, listening to each other, and avoiding the impression that there is always one right answer.<sup>20</sup>

#### 2.1.2.4 IBT in Language Teaching

In language teaching, IBT is also often used. During the Communicative Approach, teachers teach grammar with EGRA techniques: Exposure, Generalization, Reinforcement, and Application. At the exposure stage, the teacher gives the text with certain characteristics (passive sentence, for example) to be observed by the learners. In the generalization stage, the teacher asks the learner to find the pattern of the observed text. At the reinforcement stage, teachers reinforce what the learners have discovered so that they become steady. Reinforcement can be additional information

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<sup>20</sup>Budnitz, Norman. 2003. "What Do We Mean By Inquiry?".(Online),([http://www.biology.duke.edu/cibl/inquiry/what\\_is\\_inquiry.htm](http://www.biology.duke.edu/cibl/inquiry/what_is_inquiry.htm)), diakses 20 Januari 2012.

to enrich the learners' insights. At the application stage, learners apply the pattern or formula that has been found to understand and or arrange a new text. <sup>21</sup>

### 2.1.3 The Previous Related Research Finding

#### 2.1.3.1 Descriptive Theory

In concerning to this research, there are many scholars who have done research in this subject :

Jumrah on her research comprehension can improve the students' reading comprehension ability. The reading comprehension ability of students who applied literal comprehension as technique in the first cycle and the second cycle had significant difference . In the reading comprehension by using literal comprehension improved significantly. Therefore, it could be concluded that the seventh year students of SMP negeri 2 maiwa kabupaten enrekang have better reading comprehension ability by applying literal comprehension. <sup>22</sup>

Nimasyari on her research, teaching Reading Comprehension by using communicative tasks is able to improve the Reading Comprehension of the eighth grade students of SMP Negeri 3 Parepare. It proved by the mean score on post-test is higher than pre-test. It is supported by result of statistical analysis where the statistical t-test value (13,25) was higher that t-table value (1,69) degree freedom

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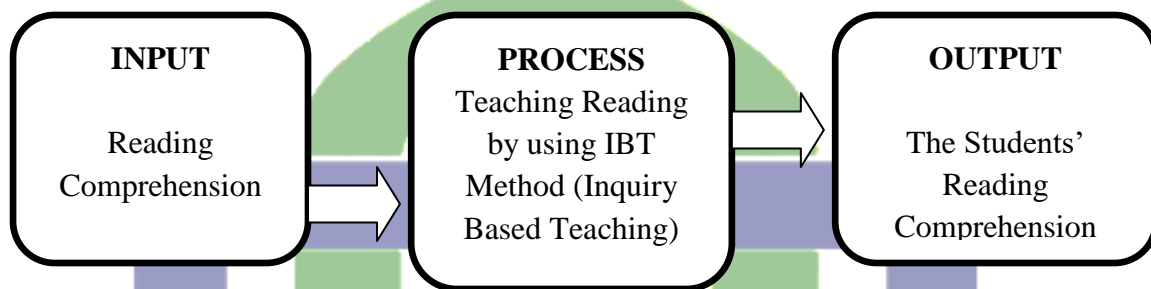
<sup>21</sup>Hebrank, Mary. 2000. *“What Inquiry Based Teaching and Learning in the Middle School Science Classroom?”*.(Online), ([http://www.biology.duke.edu/cibl/inquiry/why\\_is\\_inquiry.htm](http://www.biology.duke.edu/cibl/inquiry/why_is_inquiry.htm)); diakses 20 Januari 2012.

<sup>22</sup>Jumrah on her research, Improving Reading Comprehension of the Seventh year Students of SMP Negeri 2 Maiwa Kabupaten Enrekang through literal comprehension (Unpublished Thesis of STAIN Parepare 2012 ), p.51.

(df=N-1) 29. It means that communicative tasks effective in improving the students reading comprehension.<sup>23</sup>

## 2.2 Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements, namely:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning reading by using IBT method (Inquiry Based Teaching), include researcher will give Pre-Test after that give treatment and the last give post test.
3. Output refers to the students' reading comprehension.

## 2.3 Hypothesis

Based on the review of literature and the conceptual framework, the research formulates the following hypothesis :

<sup>23</sup>Nirmasyri on her research, Improving Reading comprehension of the Eight Grade Students of SMP Negeri 3 Parepare Though Communicative Tasks (Unpublished Thesis of STAIN Parepare 2014 ), p. 38.

$H_1$  : There is a significant difference between improving reading comprehension by using IBT method ( inquiry based teaching ) at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAN. POLMAN.

$H_0$  : There is no a significant difference between improving reading comprehension by using IBT method ( inquiry based teaching ) at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN.

## **2.4 Variable of Research, Definition and Operational of Variable**

### **2.4.1 Variable of Research**

There are two variables involve in this research, dependent variable and independent variable.

2.4.1.1 Independent variable is the variable that the experimenter expects to influence the other.<sup>24</sup> Independent variable of research is IBT method (inquiry based teaching)

2.4.1.2 Dependent variable is variable that measure the influence of independent variable. Dependent variable of this research is reading comprehension.

### **2.4.2 Definition of Variable**

Definition of variable are the things that become the object of the research, which, shows the variation, both quantitatively of the term “ variable “ that contained the meaning of “variation“. Variable are also referred to by the term “custom “because it can be vary and capricious.<sup>25</sup>

<sup>24</sup>David Numan, *Research Method in Learning*, ( Cambridge : Cambridge University Press, 1992 ), p.25.

<sup>25</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi ( Jakarta : Bumi Aksara, 2009 ), p.12.

### 2.4.3 Operational of Variable

2.4.3.1 IBT method ( Inquiry Based Teaching ) is one of method that can be used the teacher in correction the students' ability. It is able to improve the students' reading.

2.4.3.2 The students' mastery in reading comprehension is the result and successfulness as well as progress of students' skill in English at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN





## CHAPTER III

### RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

#### 3.1 The Research Design

This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. Its purpose to know whether using IBT method (Inquiry Based Teaching) can improve the students' reading. The design of this study can be illustrated as follow:



Notation :

O1 : Pre-Test

X : Treatment

O2 : Post-test<sup>1</sup>

It means that in experiment class applied Pre-test, treatment and post-test. But in control class the treatment would not apply.

#### 3.2 Location and Duration

The location of the research takes a place at the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. POLMAN, SULAWESI BARAT. The researcher used the quantitative research that have several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

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<sup>1</sup>Sugiono, *Metode Penelitian Pendidikan* ( Bandung : Alfabeta, 2015 ), p.111.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of the research is the tenth grade of MA IZZATUL MA'ARIF TAPPINA, KAB. PLMAN, SULAWESI-BARAT academic year 2017/2018. X IPA and X IPS The total of population are 52 students.

Table 3.1 Total students at the tenth grade of MA IZZATUL MA'ARIF TAPPINA

No.	Class	Sex		Total
		Male	Female	
1.	X IPA	11	19	30
2.	X IPS	11	11	22
<b>Total</b>				<b>Students 52</b>

( source: Administration of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN)

#### 3.3.2 Sample

The sample took by random sampling. The researcher took the class X IPS which is consist of 22 students as the sample of this research.

### 3.4 The Instrument and Procedure of collecting Data

#### 3.4.1 The Instrument

The collect of the data, the researcher used a reading text as the instrument. The test applied for pre-test and post-test. The pre-test intend to know the student's prior of reading before giving the treatment, while the post-test intend to know the students' reading after giving the treatment.

### 3.5 Procedure of collecting Data

The procedures of collecting data as follows:

#### 3.5.1 Pre-Test

Before giving the treatment, pre-test administrate the students by giving them some reading text. After giving the pre-test the next time the researcher gave the students treatment.

#### 3.5.2 Post-Test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students' reading through IBT method (Inquiry Based Teaching), the researcher gave some test reading text.

#### 3.5.3 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher present and introduce the materials to the class and explain what the students have to do. After that the researcher gave the student and activity through visual method.

##### 3.5.3.1 The first Meeting

In the first meeting the researcher gave motivation about the importance of English to the students before giving material. After that researcher introduce the material or one of the method that can be used to improve reading namely IBT method (Inquiry Based Teaching). Then, researcher gave chance the students to gave question that they do not understand about the material. And then, researcher closed the meeting.

### 3.5.3.2 The second meeting

In the second meeting the researcher gave material about “you can see the moon from here”, to know the extent of the level of understanding of students in reading text before the application of the IBT method (Inquiry Based Teaching). After that, researcher closed the meeting.

### 3.5.3.3 The third meeting

In this meeting, researcher gave motivation to the students in order that the students have to know the important of English. After that, the researcher introduce the way to learn English through IBT method (Inquiry Based Teaching) then gave material about “the fox and the bird”. And then, the researcher invite one by one to read the text that has answered. And then, researcher closed the meeting.

### 3.5.3.4 The four meeting

In this meeting the researcher gave some tests about reading in the different topic to know about do the students have understood how to use IBT method (Inquiry Based Teaching)? In using IBT method (Inquiry Based Teaching) can improve student’s reading comprehension at the tenth grade of MA IZZATUL MA’ARIF TAPPINA KAB. POLMAN.

## 3.6 Technique of Data Analyze

The data will be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

## 3.6.1 The classification students' score

Table 3.2: classification students' score

Sikap		Pengetahuan		Keterampilan	
Modus	Predikat	Skor Rerata	Huruf	Capaian Optimum	Huruf
4,00	SB (Sangat Baik)	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Baik (Baik)	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	C (Cukup)	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	K (kurang)	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

Then the assessment of the 2013 curriculum based on permendikbud years 2014 p 2 The rating scale as referred to in paragraph (1) for the competence of knowledge and skills competence use the range of numbers and letters 4.00 (A) - 1.00 (D) with the following details:

3,85 - 4.00 with the letter A

3.51 - 3.83 with the letter A-

3.18 - 3.50 with the letter B +

2.85 - 3.17 with the letter B

2.51 - 2.84 with the letter B –

2,18 - 2,50 with letter C +

1,85 - 2,17 with letter C

1,51 - 1,84 with letter C –

1,18 - 1,50 with letter D +, and

1.00 - 1, 17 with letter D

3.6.4 Scoring the students' writing of pre-test and post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

Finding out the mean score by using the following formula:

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

In which:

X = Mean score

$\sum$  = Total Score

N = The total number of students<sup>2</sup>

<sup>2</sup>Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.298

Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample<sup>3</sup>

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T = test of significance

D = the mean score of difference (X1-X2)

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

$\sum D^2$  = the square of the sum score of difference

N = the total sample<sup>4</sup>

<sup>3</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

<sup>4</sup>Gay L.R *Education Research, competencies for analysis and aplication secon edition*, p.331

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

#### 4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading comprehension, while post-test was given after treatment by using IBT method (Inquiry Based Teaching) and the result of the post-test of this research can answer the question of this research that aims to find out by using IBT method (Inquiry Based Teaching) can be able to improve the students' reading comprehension of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.

##### 4.1.1 The Students' reading comprehension by using IBT METHOD (Inquiry Based Teaching)

This part presents the result of data analysis about the reading comprehension by using IBT METHOD (Inquiry Based Teaching) at the tenth grade of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.

##### 4.1.1.1 Pretest Score

The pre-test had done before giving treatment by using IBT method (Inquiry Based Teaching). It was conducted on saturday, July 28<sup>th</sup>, 2018. The students were given a pre-test. The researcher found out the result of the students pre-test based on



the scoring of reading before giving a treatment by using IBT method (Inquiry Based Teaching) which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test

No.	Students	Pre-Test			
		Correct Answer	Score	Integrity	Value
1.	S1	3	50	2	C
2.	S2	3	50	2	C
3.	S3	3	48	1.92	C
4.	S4	2	38	1.52	C-
5.	S5	3	49	1.96	C
6.	S6	3	50	2	C
7.	S7	4	65	2.6	B-
8.	S8	2	35	1.4	D+
9.	S9	3	50	2	C
10.	S10	3	50	2	C
11.	S11	3	50	2	C
12.	S12	3	50	2	C
13.	S13	3	50	2	C
14.	S14	2	35	1.4	D+
15.	S15	4	65	2.6	B-
16.	S16	3	48	1.92	C
17.	S17	3	55	2.2	C+
18.	S18	3	55	2.2	C+
19.	S19	3	50	2	C
20.	S20	4	65	2.6	B-
21.	S21	3	49	1.96	C
22.	S22	3	55	2.2	C+
Total			$\sum x = 1112$	$\sum x = 44,48$	

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

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score.

Table 4.2 The students' score in pre-test

No.	Students	Pre-Test		$X_1^2$	Classification
		Max Score	Score $X_1$		
1.	S1	4	2	4	Enough
2.	S2	4	2	4	Enough
3.	S3	4	1.92	3.6864	Enough
4.	S4	4	1.52	2.3104	Enough
5.	S5	4	1.96	3.8416	Enough
6.	S6	4	2	4	Enough
7.	S7	4	2.6	6.76	Good
8.	S8	4	1.4	1.96	Poor
9.	S9	4	2	4	Enough
10.	S10	4	2	4	Enough
11.	S11	4	2	4	Enough
12.	S12	4	2	4	Enough
13.	S13	4	2	4	Enough
14.	S14	4	1.4	1.96	Poor
15.	S15	4	2.6	6.76	Good
16.	S16	4	1.92	3.6864	Enough
17.	S17	4	2.2	4.84	Enough
18.	S18	4	2.2	4.84	Enough

19.	S19	4	2	4	Enough
20.	S20	4	2.6	6.76	Good
21.	S21	4	1.96	3.8416	Enough
22.	S22	4	2.2	4.84	Enough
Total			$\sum x = 44,48$	$\sum x^2 = 92.0864$	

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

No.	Classification	Score	Frequency
1.	Excellent	3,85-4,00	0
		3,51-3,83	
2.	Good	3,18-3,50	3
		2,85-3,17	
		2,51-2,84	
3.	Enough	2,18-2,50	17
		1,85-2,17	
		1,51-1,84	
4.	Poor	1,18-1,50	2
		1,00-1,17	

The table above showed that the result of students' reading comprehension score before applying the IBT method (Inquiry Based Teaching). There were three students got good score and seventeen students got enough score and two students got poor. The total score in pre-test was 44,48. It had shown that, the students' ability in reading pre –test was low, because most of the students got enough and poor score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{44,48}{22}$$

$$\bar{X} = 2,02$$

Thus, the mean score ( $\bar{X}_1$ ) of pre-test is 2,02

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 2,02. From that analyzing, it could be seen that almost of the 22 students' ability in reading was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ SD &= \sqrt{\frac{92,0864 - \frac{(44,48)^2}{22}}{22 - 1}} \\ SD &= \sqrt{\frac{92,0864 - \frac{1978,4704}{22}}{21}} \\ SD &= \sqrt{\frac{92,0864 - 89,9304727}{21}} \\ SD &= \sqrt{\frac{2,1559273}{21}} \\ SD &= \sqrt{0,1026632} \\ SD &= 0,32 \end{aligned}$$

Thus, the standard deviation of the pre-test is 0,32

After determining the mean score ( $\bar{X}_1$ ) of pre-test was 2,02 and standard deviation of the pre-test was 0,32. It could be seen that the students' reading comprehension were in low category.

## 4.1.1.2 Post-test Score

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

Table 4.3 The students' score in post test

No.	Students	Post-Test			
		Correct Answer	Score	Integrity	Value
1.	S1	4	85	3.4	B+
2.	S2	5	97	3.88	A
3.	S3	4	83	3.32	B+
4.	S4	4	78	3.12	B
5.	S5	4	78	3.12	B
6.	S6	4	80	3.2	B+
7.	S7	4	80	3.2	B+
8.	S8	4	75	3	B
9.	S9	5	95	3.8	A-
10.	S10	5	97	3.88	A
11.	S11	5	97	3.88	A
12.	S12	4	80	3.2	B+
13.	S13	4	82	3.28	B+
14.	S14	5	90	3.6	A-
15.	S15	4	80	3.2	B+
16.	S16	4	83	3.32	B+
17.	S17	4	85	3.4	B+
18.	S18	4	82	3.28	B+
19.	S19	4	80	3.2	B+
20.	S20	5	95	3.8	A-
21.	S21	5	98	3.92	A
22.	S22	5	98	3.92	A
Total			$\sum x = 1898$	$\sum x = 74.92$	

Table 4.3 is students' score in post-test. The following are students score to find out the mean score and the standard deviation.

Table 4.4 the students' score in post-test

No.	Students	Post-Test		$X_2^2$	Classification
		Max Score	Score $X_2$		
1.	S1	4	3.4	11,56	Good
2.	S2	4	3.88	15,0544	Excellent
3.	S3	4	3.32	11,0224	Good
4.	S4	4	3.12	9,7344	Good
5.	S5	4	3.12	9,7344	Good
6.	S6	4	3.2	10,24	Good
7.	S7	4	3.2	10,24	Good
8.	S8	4	3	9	Good
9.	S9	4	3.8	14,44	Excellent
10.	S10	4	3.88	15,0544	Excellent
11.	S11	4	3.88	15,0544	Excellent
12.	S12	4	3.2	10,24	Good
13.	S13	4	3.28	10,7584	Good
14.	S14	4	3.6	12,96	Excellent
15.	S15	4	3.2	10,24	Good
16.	S16	4	3.32	11,0224	Good
17.	S17	4	3.4	11,56	Good
18.	S18	4	3.28	10,7584	Good
19.	S19	4	3.2	10,24	Good
20.	S20	4	3.8	14,44	Excellent
21.	S21	4	3.92	15,3664	Excellent
22.	S22	4	3.92	15,3664	Excellent
<b>Total</b>			$\sum x = 74.92$	$\sum x^2 = 264.0864$	

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

Thus, the standard deviation (SD) of the post-test is 0,31

No.	Classification	Score	Frequency
1.	Excellent	3,85-4,00	8
		3,51-3,83	
2.	Good	3,18-3,50	14
		2,85-3,17	
		2,51-2,84	
3.	Enough	2,18-2,50	0
		1,85-2,17	
		1,51-1,84	
4.	Poor	1,18-1,50	0
		1,00-1,17	

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

The table above showed that there was an increasing of students' score after giving treatment by using IBT method (Inquiry Based Teaching). There were eight students got excellent score, fourteen students got good score. It means that the students' reading ability had improved by using IBT method (Inquiry Based Teaching). The total score in post test was 74,92. It proved that there was improvement of students' score in post-test.

In this, the researcher 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 in using IBT method (Inquiry Based Teaching) in reading ability.

Mean score of the post-score

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

$$x = \frac{74.92}{22}$$

$$x = 3,40$$

Thus, the mean score ( $X_2$ ) of post-test is 3,40.

Based on the result of the post-test, the data showed that the mean score of the post-test was 3,40. From that analyzing, it could be seen that almost of the 22 students' reading was excellent and good score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{264.0864 - \frac{(74.92)^2}{22}}{22 - 1}}$$

$$SD = \sqrt{\frac{264.0864 - \frac{5613.0064}{22}}{21}}$$

$$SD = \sqrt{\frac{264.0864 - 255,136655}{21}}$$

$$SD = \sqrt{\frac{8,949745}{21}}$$

$$SD = \sqrt{0,42617833}$$

$$SD = 0,6528233528$$

Thus, the standard deviation (SD) of the post-test is 0,65

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

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	2,02	0,32



Post-test	3,40	0,65
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(Data source: the mean score and standard deviation of pre-test and post test)

The data in table 4.5 showed that the mean score of the pre-test was 2,02 ( $X_1$ ) while the mean score of the post-test increased 3,40 ( $X_2$ ). The standard deviation of pre-test was 0,32 while the standard deviation of post test was 0,65.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improved after doing the learning process that used the IBT method (Inquiry Based Teaching).

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

The following table showed 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.	Excellent	3,85-4,00	0	8	0%	30%
		3,51-3,83				
2.	Good	3,18-3,50	3	14	15%	70%
		2,85-3,17				
		2,51-2,84				
3.	Enough	2,18-2,50	17	0	75%	0%
		1,85-2,17				
		1,51-1,84				
4.	Poor	1,18-1,50	2	0	10%	0%
		1,00-1,17				

Total	22	22	100 %	100 %
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*(Data source: the rate percentage of the frequency of the pre-test and post test)*

The data of the table above indicated that rate percentage of the pre-test three (15%) student got good score, seventeen (75%) students got enough score, and two (10%) students got poor score while the rate percentage of the post-test, eight (30%) students got excellent score, fourteen (70%) students got good score. The percentage in post-test that students got excellent score was higher than percentage in pre-test. It showed that students were able to improve the students' reading comprehension after treatment that using the IBT method (Inquiry Based Teaching).

1.1.2 The implementation of IBT method (Inquiry Based Teaching) to improve students' reading comprehension at MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.

This part presented the result of data analysis about implementation of IBT method (Inquiry Based Teaching) to improve students' reading comprehension at MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.

4.1.1.3 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 Worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Reading Comprehension

No.	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1.	2	3.4	4	11,56	1,4	1,96
2.	2	3.88	4	15,0544	1,88	3,5344
3.	1.92	3.32	3.6864	11,0224	1,4	1,96
4.	1.52	3.12	2.3104	9,7344	1,6	2,56
5.	1.96	3.12	3.8416	9,7344	1,16	1,3456
6.	2	3.2	4	10,24	1,2	1,44
7.	2.6	3.2	6.76	10,24	0,6	0,36
8.	1.4	3	1.96	9	1,6	2,56
9.	2	3.8	4	14,44	1,8	3,24
10.	2	3.88	4	15.0544	1,88	3,5344
11.	2	3.88	4	15.0544	1,88	3,5344
12.	2	3.2	4	10,24	1,2	1,44
13.	2	3.28	4	10,7584	1,28	1,6384
14.	1.4	3.6	1.96	12,96	2,2	4,84
15.	2.6	3.2	6.76	10,24	0,6	0,36
16.	1.92	3.32	3.6864	11,0224	1,4	1,96
17.	2.2	3.4	4.84	11.56	1,2	1,44
18.	2.2	3.28	4.84	10,7584	1,08	1,1664
19.	2	3.2	4	10,24	1,2	1,44
20.	2.6	3.8	6.76	14,44	1,2	1,44
21.	1.96	3.92	3.8416	15,3664	1,96	3,8416
22.	2.2	3.92	4.84	15,3664	1,72	2,9584
<b>Total</b>	<b>44,48</b>	<b>74,92</b>	<b>92,0864</b>	<b>264,0864</b>	<b>31,44</b>	<b>48,5536</b>

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

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{31,44}{22} = 1,42909091$$

The calculation the t-test value

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

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - \frac{(31,44)^2}{22}}{22(22-1)}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - \frac{988,473}{22}}{22(21)}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - 44,9306182}{462}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{3,6229818}{462}}}$$

$$t = \frac{1,42909091}{\sqrt{0,007841952}}$$

$$t = \frac{1,42909091}{0,0885547966}$$

$$t = 16,1379278$$

Thus, the t-test value is 16,13

This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post test.

Table 4.8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	16,13	1.721

#### 4.1.2.2 Hypothesis Testing

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

$$\begin{aligned} Df &= N-1 \\ &= 22-1 \\ &= 21 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df=21$ , and the value of the table is 1,721, while the value of t-test 16,13. It means that the t-test value is greater than t-table ( $16,13 \geq 1,721$ ). Thus, it can be concluded the students' vocabulary mastery through concept mapping strategy is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## 1.2 Discussion

1.2.1 The Improvement of Students' reading comprehension by using IBT method (Inquiry Based Teaching).

To know the improvement of students' reading by using IBT method (Inquiry Based Teaching), the researcher calculated the mean score students' reading was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 0,32 and the mean score of post-test was 0,65 after treatment.

By looking at the test finding, from the data provided in classification table based on the reading, clearly to see that three (15%) student got good score, seventeen (75%) students got enough score, and two (10%) students got poor score in the pre-test, while in the post-test, eight (30%) students got excellent score, fourteen (70%) students got good score. From the result the researcher concluded that the students' reading comprehension from poor to excellent classification.

In addition, to know what was the hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher used t-test to calculating result showed that on the t-test value 16,13 was greater than t-table value 1,721 table ( $16,13 \geq 1,721$ ) with degree of freedom (df) 21. It means alternative hypothesis ( $H_a$ ) was concluded that the IBT method (Inquiry Based Teaching) was able to improve the students' reading comprehension at the tenth grade of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

In the preface study that the researcher did at MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN it was found through the observation that the teachers' method in teaching reading to students is by giving long text and the students reading, translate the text after that answering questions from the text that students had reading, this made students bored and not in touch in learning because of the methods teachers use are monotonous.

The researcher concluded that one of the problem which made the students bored and not spirited in reading comprehension caused by method of the teacher used in learning process is always monotonous. So, many students bored learning

English especially reading comprehension caused the teachers does not combined her method with other methods or strategies in the learning process.

Based on the findings above, the researcher concluded that there was an improving of using IBT method in reading of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.

### 1.2.2 The Ways of Implementation of IBT Method (Inquiry Based Teaching) to Improve The Students' reading.

The IBT Method (Inquiry Based Teaching) had impact in improving the students reading. As a fact, based on the finding, most students had an excellent score in post-test. It meant that, the treatment was success in improving the students' reading comprehension. The researcher used this method by combined with practiced. made learning process become interest because the researcher combined with practice and method at the time.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in reading comprehension before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the researcher. Before giving the treatment, pre-test was administrate the students by giving them some reading text. After giving the pre-test the next time the researcher gave the students treatment by using IBT method (Inquiry Based Teaching)

In the first meeting on Saturday, July 28<sup>th</sup>, 2018, the first the researcher gave motivation to the students about the easy to study English then the researcher gave

back the students' paper that have been any corrections in it. After that, the researcher asked the students about IBT method (Inquiry Based Teaching) and how to made it. The students were very enthusiastic in learning reading comprehension by using IBT method (Inquiry Based Teaching). It was because the teacher never used IBT method (Inquiry Based Teaching) in teaching reading so the students be improving. The researcher began to guide the students to understand the process of IBT method (Inquiry Based Teaching). After that, researcher closed the meeting.

On Friday, August 3<sup>th</sup>, 2018 was the second meeting, the researcher giving the students reading text the title was "you can see the moon from here" Before the researcher gave treatment to the students, caused just want to know the extent of the level of understanding of students in reading text before application of the IBT method (Inquiry Based Teaching). After that, researcher closed the meeting.

Third meeting on friday August 10<sup>th</sup>, 2018, the researcher gave motivation to the students in order that the students have to know the important of English. After that, the researcher was introduce the way to learning English by used IBT method (Inquiry Based Teaching) then gave reading text the title was " the fox and the bird". After that the researcher was invite one by one to read the text and the researcher correct pronounce of the students, finished students answered question of the reading text. After that, researcher closed the meeting

In the last meeting on saturday, August 18<sup>th</sup>, 2018. The researcher was gave some tests about reading text in the different topic to know about do the students have understood or not how to used IBT method ( Inquiry Based Teaching )? In using IBT method ( Inquiry Based Teaching ) can improve student's reading comprehension at the tenth grade of MA IZZATUL MA'ARIF TAPPINA KAB. POLMAN.



From the first meeting until the last meeting, the implementation of IBT method (Inquiry Based Teaching) changed classroom situation in class and in learning process. The students were more motivated and they enjoyed in class, the students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked to do reading in front of the classroom, As conclusion, the IBT method (Inquiry Based Teaching) had improving the students' reading comprehension.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving reading comprehension of the students' through IBT method (Inquiry Based Teaching).

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' reading ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether IBT method (Inquiry Based Teaching) strategy was able or not to improve students' reading comprehension. Therefore, the researcher concluded that there is a significant difference of the students' reading comprehension before and after treatment. Before applying the IBT method (Inquiry Based Teaching) the students were not enthusiastic and felt bored when learning English because the method they used in the monotonous class and after applying IBT method (Inquiry Based Teaching) the students were more excited and active in the learning process especially in English reading comprehension. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 16,13. It was greater than t-table was 1,721 at the level significance 0,05 and degree of freedom (df) was 21.

5.1.2 The mean score of pre-test (2,02), standard deviation (0,32), and the mean score of post-test (3,40) and the standard deviation (0,65)

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (2,02) is lower than the mean score of post-test (3,40). Then, the t-test (16,13) was greater than t-table (1,721). it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

## 5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

- 5.2.1 In teaching reading, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored in class.
- 5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.
- 5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.
- 5.2.4 The students should practice and measure their reading in English, discussing with their friends if they have difficulty in reading and enjoy the reading class.
- 5.2.5 IBT method (Inquiry Based Teaching) can be applied in English teaching learning process, particularly the attempt of improving the students' reading comprehension.

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Appendix 1 Students Score of Pre-Test

No.	Students	Pre-Test		$X_1^2$	Classification
		Max Score	Score $X_1$		
1.	S1	4	2	4	Enough
2.	S2	4	2	4	Enough
3.	S3	4	1.92	3.6864	Enough
4.	S4	4	1.52	2.3104	Enough
5.	S5	4	1.96	3.8416	Enough
6.	S6	4	2	4	Enough
7.	S7	4	2.6	6.76	Good
8.	S8	4	1.4	1.96	Poor
9.	S9	4	2	4	Enough
10.	S10	4	2	4	Enough
11.	S11	4	2	4	Enough
12.	S12	4	2	4	Enough
13.	S13	4	2	4	Enough
14.	S14	4	1.4	1.96	Poor
15.	S15	4	2.6	6.76	Good
16.	S16	4	1.92	3.6864	Enough
17.	S17	4	2.2	4.84	Enough
18.	S18	4	2.2	4.84	Enough
19.	S19	4	2	4	Enough
20.	S20	4	2.6	6.76	Good
21.	S21	4	1.96	3.8416	Enough
22.	S22	4	2.2	4.84	Enough

Total	$\sum x = 44,48$	$\sum x^2 = 92.0864$	
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Mean score of the post-score:

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

$$X = \frac{44,48}{22}$$

$$X = 2,02$$

Thus, the mean score ( $X_1$ ) of pre-test is 2,02

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 2,02. From that analyzing, it could be seen that almost of the 22 students' ability in reading was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{92.0864 - \frac{(44,48)^2}{22}}{22 - 1}}$$

$$SD = \sqrt{\frac{92.0864 - \frac{1978,4704}{22}}{21}}$$

$$SD = \sqrt{\frac{92.0864 - 89,9304727}{21}}$$

$$SD = \sqrt{\frac{2,1559273}{21}}$$

$$SD = \sqrt{0,1026632}$$

$$SD = 0,32$$

Thus, the standard deviation of the pre-test is 0,32

Appendix 2 Students' Score of Post-Test

No.	Students	Post-Test		$X_2^2$	Classification
		Max Score	Score $X_2$		
1.	S1	4	3.4	11,56	Good
2.	S2	4	3.88	15,0544	Excellent
3.	S3	4	3.32	11,0224	Good
4.	S4	4	3.12	9,7344	Good
5.	S5	4	3.12	9,7344	Good
6.	S6	4	3.2	10,24	Good
7.	S7	4	3.2	10,24	Good
8.	S8	4	3	9	Good
9.	S9	4	3.8	14,44	Excellent
10.	S10	4	3.88	15.0544	Excellent
11.	S11	4	3.88	15.0544	Excellent
12.	S12	4	3.2	10,24	Good
13.	S13	4	3.28	10,7584	Good
14.	S14	4	3.6	12,96	Excellent
15.	S15	4	3.2	10,24	Good
16.	S16	4	3.32	11,0224	Good
17.	S17	4	3.4	11.56	Good
18.	S18	4	3.28	10,7584	Good
19.	S19	4	3.2	10,24	Good
20.	S20	4	3.8	14,44	Excellent
21.	S21	4	3.92	15,3664	Excellent
22.	S22	4	3.92	15,3664	Excellent
<b>Total</b>			$\sum x = 74.92$	$\sum x^2 = 264.0864$	

Mean score of the post-score

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



$$\bar{x} = \frac{74.92}{22}$$

$$\bar{x} = 3,40$$

Thus, the mean score ( $\bar{X}_2$ ) of post-test is 3,40.

Based on the result of the post-test, the data showed that the mean score of the post-test was 3,40. From that analyzing, it could be seen that almost of the 22 students' reading was excellent and good score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{264.0864 - \frac{(74.92)^2}{22}}{22 - 1}}$$

$$SD = \sqrt{\frac{264.0864 - \frac{5613.0064}{22}}{21}}$$

$$SD = \sqrt{\frac{264.0864 - 255,136655}{21}}$$

$$SD = \sqrt{\frac{8,949745}{21}}$$

$$SD = \sqrt{0,42617833}$$

$$SD = 0,6528233528$$

Thus, the standard deviation (SD) of the post-test is 0,65

Appendix 3 The T-test Value

No.	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1.	2	3.4	4	11,56	1,4	1,96
2.	2	3.88	4	15,0544	1,88	3,5344
3.	1.92	3.32	3.6864	11,0224	1,4	1,96
4.	1.52	3.12	2.3104	9,7344	1,6	2,56
5.	1.96	3.12	3.8416	9,7344	1,16	1,3456
6.	2	3.2	4	10,24	1,2	1,44
7.	2.6	3.2	6.76	10,24	0,6	0,36
8.	1.4	3	1.96	9	1,6	2,56
9.	2	3.8	4	14,44	1,8	3,24
10.	2	3.88	4	15.0544	1,88	3,5344
11.	2	3.88	4	15.0544	1,88	3,5344
12.	2	3.2	4	10,24	1,2	1,44
13.	2	3.28	4	10,7584	1,28	1,6384
14.	1.4	3.6	1.96	12,96	2,2	4,84
15.	2.6	3.2	6.76	10,24	0,6	0,36
16.	1.92	3.32	3.6864	11,0224	1,4	1,96
17.	2.2	3.4	4.84	11.56	1,2	1,44
18.	2.2	3.28	4.84	10,7584	1,08	1,1664
19.	2	3.2	4	10,24	1,2	1,44
20.	2.6	3.8	6.76	14,44	1,2	1,44
21.	1.96	3.92	3.8416	15,3664	1,96	3,8416
22.	2.2	3.92	4.84	15,3664	1,72	2,9584
<b>Total</b>	<b>44,48</b>	<b>74,92</b>	<b>92,0864</b>	<b>264,0864</b>	<b>31,44</b>	<b>48,5536</b>

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{31,44}{22} = 1,42909091$$

The calculation the t-test value

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

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - \frac{(31,44)^2}{22}}{22(22-1)}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - \frac{988,473}{22}}{22(21)}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{48,5536 - 44,9306182}{462}}}$$

$$t = \frac{1,42909091}{\sqrt{\frac{3,6229818}{462}}}$$

$$t = \frac{1,42909091}{\sqrt{0,007841952}}$$

$$t = \frac{1,42909091}{0,0885547966}$$

$$t = 16,1379278$$

Thus, the t-test value is 16,13

Appendix 4 Instrument of Pre-test

**Pre-Test**

Nama :

Class :

Read and answer the questions below !

**You Can See The Moon From Here**

One day, a tourist wanted to take pictures of the “ Monumen National. “ He was only a kilometre away and could already see the top of the monument from where he was standing. Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, “that is too much !” He pointed to the top of the monument and added, “You can already see it from here“. “Yes sir, the becak driver replied, “You can see it from here all right, but you can also see the moon from here.

**ARTIKAN TEKS DI ATAS**

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3. What could he see ?.....
4. What did the tourist want to do ?.....
5. Why did he want to take a becak ?.....

## Appendix 5 List of Reading

**Pre-Test****You Can See The Moon From Here**

One day, a tourist wanted to take pictures of the “ Monumen National. “ He was only a kilometre away and could already see the top of the monument from where he was standing. Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, “that is too much !” He pointed to the top of the monument and added, “You can already see it from here“. “Yes sir, the becak driver replied, “You can see it from here all right, but you can also see the moon from here.

**Post-Test****The Fox And The Bird**

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. “ You are a beautiful bird, the fox said, “ but can you sing ?”. “ Of course I can sing, “ 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.

## Appendix 6 Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : MA IZZATUL MA'ARIF TAPPINA  
 Matapelajaran : Bahasa Inggris  
 Kelas/Semester : X  
 Materi Pokok : Fungsi sosial Membaca dan mengidentifikasi teks bacaan yang telah tersedia  
 Alokasi Waktu : 8 X 40 Menit (4 pertemuan)

**A. Kompetensi Inti**

1. Dapat mengenali ungkapan-ungkapan yang bervariasi baik itu melalui lisan atau tulisan.
2. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan ingintahunya tentang ilmu pengetahuan bahasa Inggris sebagai bahasa internasional.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i> yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1	Membaca dan mengidentifikasi <i>Teks bacaan yang telah disediakan</i>
	3.4.2	<ul style="list-style-type: none"> <li>• Struktur teks</li> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul>
	3.4.3	<ul style="list-style-type: none"> <li>• Unsur kebahasaan</li> <li>- Pernyataan dan pertanyaan terkait <i>Teks bacaan yang telah disediakan</i></li> <li>- Penyebutan dengan bentuk jamak (-s)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i>	4.4.1	Identifikasi materi tentang IBT method (Inquiry Based Teaching
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui membaca <i>Teks bacaan yang telah disediakan</i>

yang dekat dengan kehidupan siswa sehari - hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui membaca Teks bacaan yang telah disediakan
	4.4.4	Identifikasi kosa kata secara lisan

**Fokus penguatan karakter** :Sikap santun, peduli dan percaya diri

### C. Tujuan Pembelajaran

Pada akhir pebelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan IBT method
2. Siswa mampu Mendeskripsikan secara lisan dan tertulis tentang IBT method
3. Siswa mampu menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca dalam sebuah teks

### D. Materi Pembelajaran

#### 1. Materi Reguler

- Fungsi sosial  
Membaca dan mengidentifikasi teks bacaan yang telah disediakan
- Struktur teks
  1. Memulai
  2. Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  1. Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan
  2. Menjawab pertanyaan yang terkait teks bacaan yang telah disediakan
  3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### 2. Materi Remedial

##### *Unsur kebahasaan*

- Ungkapan-ungkapan yang lazim digunakan

#### 3. Metode Pembelajaran

Scientific Approach

#### 4. Media/ Alat dan Bahan

Media/Alat: laptop, gambar

#### 5. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *Step by Step*, edisi revisi dan sumber lain yang sesuai.

#### 6. Langkah-langkah Kegiatan Pembelajaran

**Pertemuan Pertama: (2JP)**

Langkah Pembelajaran	Deskripsi	Alokasi waktu
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Kegiatan Pendahuluan	<b>Guru :</b> <ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>- Bertanyajawab tentang waktu</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Mengamati guru dalam proses pembelajaran berlangsung</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait ungkapan sapaan ketika bertemu dan menanggapi.</li> </ul> <b>Mengumpulkan Informasi</b> <ul style="list-style-type: none"> <li>- Mengolah informasi yang didapat dari penjelasan yang disampaikan guru.</li> </ul> <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>- Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.</li> </ul>	40 menit
Kegiatan Penutup	<b>Siswa bersama guru:</b> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan,</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran,</li> <li>- Menyimpulkan hasil pembelajaran,</li> <li>- Menutup kelas</li> </ul>	10 menit

**PertemuanKe-dua: (2JP)**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<b>Guru:</b> <ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Mengecek kehadiran siswa, berdoa,</li> </ul>	10 Menit



	<p>menyiapkan suasana belajar yang kondusif.</p> <ul style="list-style-type: none"> <li>- Bertanyajawab tentang waktu</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mengamati guru dalam menjelaskan materi yang akan di pelajari</li> <li>- Guru memberikan contoh cara membaca teks bacaan yang benar dan tepat kemudian peserta didik menirukan guru, baik secara bersama-sama, maupun secara bergeliran.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan teks bacaan.</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>- Mengolah informasi yang didapat dari membaca teks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Membaca dengan suara yang keras teks bacaan yang telah tersedia beserta dengan arti dari teks yang mereka baca, yang senantiasa mendapatkan masukan dari guru/teman untuk meningkatkan kemampuan reading mereka</li> </ul>	40 Menit
Kegiatan Penutup	<p><b>Siswa bersama guru:</b></p> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan,</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran,</li> <li>- Menyimpulkan hasil pembelajaran,</li> <li>- Menutup kelas</li> </ul>	10 menit
<b>Pertemuan ke – 3</b>		
<b>Langkah</b>	<b>Deskripsi</b>	<b>Alokasi</b>

Pembelajaran		Waktu
Kegiatan Pendahuluan	<b>Guru:</b> <ul style="list-style-type: none"> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 Menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Mengamati teks bacaan yang telah dibagikan</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, strukturteks, dan unsur kebahasaan dari teks interaksi transaksional terkait reading.</li> </ul> <b>Mengumpulkan Informasi</b> <ul style="list-style-type: none"> <li>- Mengidentifikasi dan mengolah informasi yang didapat dari reading teks yang telah dibaca</li> </ul> <b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca</li> </ul> <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>- Membaca dengan suara yang keras teks bacaan yang telah tersedia beserta dengan arti dari teks yang mereka baca, yang senantiasa mendapatkan masukan dari guru/teman untuk meningkatkan kemampuan reading mereka</li> </ul>	40 menit
Kegiatan Penutup	<b>Siswa bersama guru:</b> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 Menit

**Pertemuan ke empat :**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
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Kegiatan Pendahuluan	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 Menit
Kegiatan Inti	<p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait reading.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Menjawab soal latihan untuk mengetahui sejauh mana tingkat pemahaman siswa terkait materi yang telah diajarkan</li> </ul>	40 Menit
Kegiatan Penutup	<p><b>Siswabersama guru:</b></p> <ul style="list-style-type: none"> <li>- Membahas soal latihan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 enit

### 1. Penilaian, Pembelajaran Remedial dan Pengayaan

#### 1. Teknik penilaian otentik

Sikap : Observasi

Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

#### 2. Keterampilan: Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis

✓ Praktik :

Membaca, mengartikan dan menjawab soal terkait materi yang telah disediakan, untuk meningkatkan kemampuan reading.

#### **Instrumen penilaian untuk tes tertulis**

Indikator	Soal	Teknik/bentuk
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		Penilaian
<p><b>Menentukan Fungsi sosial</b></p> <p>Memahami dan mengidentifikasi kata-kata yang ada di dalam teks bacaan yang telah disediakan</p>	<p><b>The Fox And The Bird</b></p> <p>One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. “ You are a beautiful bird, the fox said, “ but can you sing ?”. “ Of course I can sing, “ 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.</p>	
<p>Menentukan Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi</li> </ul>	- Mengartikan teks bacaan diatas	
<p>Menentukan Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	- Menjawab pertanyaan yang berkaitan dengan teks bacaan diatas	

### 1. Rubrik Penilaian dan Pedoman Penskoran

#### a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Isi	Sangat sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3		

	Tepat	2		
	Kurang tepat	1		

## b. Rubrik penilaian keterampilan (Praktik/ Unjuk Kerja)

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Reading text	Membaca dengan terbata-bata (tidak lancar)	Membaca dengan lancar tetapi penyebutan kurang pas	Lancar mencapai fungsi sosial, lancar dalam membaca dan penyebutannya baik.
<b>Keterangan :</b> <b>Mahir</b> mendapat skor 3 <b>Memuaskan</b> mendapat skor 2 <b>Terbatas</b> mendapat skor 1			

Parepare, 27<sup>th</sup> August 2018

The Writer


MARIANA

Reg Number. 14.1300.046



PAREPARE

## Appendix 7 Instrument of the post-test

**Post-Test**

Nama :

Class :

Read and answer the question below!

**The Fox And The Bird**

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. “ You are a beautiful bird, the fox said, “ but can you sing ?”. “ Of course I can sing, “ 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.

**ARTIKAN TEKS DI ATAS**

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3. Why did the fox want the food ?.....
4. Why did the bird open its mouth ?.....
5. Why did the bird want to sing ?.....



PAREPARE

## Appendix 8 Students' reading comprehension of pre-test

**Pre-Test**

Nama: Riska  
Class: X-IPS

$$\frac{49}{100} \times 100 = 49$$

Read and answer the questions below !

**You Can See The Moon From Here**

One day, a tourist wanted to take pictures of the " Monumen National. " He was only a kilometre away and could already see the top of the monument from where he was standing. Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, "that is too much !" He pointed to the top of the monument and added, "You can already see it from here". "Yes sir, the becak driver replied, "You can see it from here all right, but you can also see the moon from here.

**ARTIKAN TEKS DI ATAS**

Satu hari ada seorang turis yg mengambil gambar di Monumen  
kebangsaan dia pergi sejauh satu meter dan dia juga

↓  
A

15 ✓ 1. What is the title of the story ? You can see the moon from here

15 ✓ 2. What is the meaning of "You can already see it from here" ?  
kamu bisa melihat dgn jelas dari sini

X 3. What could he see ? Monumen kebangsaan

15 ✓ 4. What did the tourist want to do ? To take pictures

X 5. Why did he want to take a becak ? Can see it from here all right  
but you can also see the moon from here



Pre-Test

$$\frac{50}{100} \times 100 = 50$$

Nama : APINDA

Class : XL-105

Read and answer the questions below !

**You Can See The Moon From Here**

One day, a tourist wanted to take pictures of the " Monumen National. " He was only a kilometre away and could already see the top of the monument from where he was standing. Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, "that is too much !" He pointed to the top of the monument and added, "You can already see it from here". "Yes sir, the becak driver replied, "You can see it from here all right, but you can also see the moon from here.

**ARTIKAN TEKS DI ATAS**

Kamu bisa melihat bulan dari jendela

Suatu hari seorang turis ingin mengambil gambar dari "monumen nasional" dan paguyuban dia sudah bisa melihat puncak dari monumen dimana dia sedang berdiri karena dia sudah datang

5

- 15 L 1. What is the title of the story ? You can see the moon Here
- X 2. What is the meaning of "You can already see it from here"? kamu bisa melihat bulan dengan jelas dari sini
- 15 L 3. What could he see ? monumen nasional
- 15 L 4. What did the tourist want to do ? to take pictures
- X 5. Why did he want to take a becak ? can see it from here all right, but you can also see the moon from here.



## Pre-Test

Nama : Bungrika

Class : X- IPS

$$\frac{55}{100} \times 100 = 55$$

Read and answer the questions below !

## You Can See The Moon From Here

One day, a tourist wanted to take pictures of the " Monumen Nasional. " He was only a kilometre away and could already see the top of the monument from where he was standing. Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, "that is too much !" He pointed to the top of the monument and added, "You can already see it from here". "Yes sir, the becak driver replied, "You can see it from here all right, but you can also see the moon from here.

## ARTIKAN TEKS DI ATAS

Kami bisa melihat bulan dari sini  
 Suatu hari seorang wisatawan ingin mengambil gambar dari "monumen nasional". dia dalam kejuwaan sudah bisa melihat puncak dari monumen dimana dia sedang berdiri karena dia sangat panas dia memutuskan untuk mengambil becak. Supir becak meminta bayaran tiga ratus rupa untuk perjalanan. turis

10

- 15 ✓ 1. What is the title of the story ? You can see the moon from here
- X 2. What is the meaning of "You can already see it from here" ? Kami bisa melihat bulan dari sini
- 15 X 3. What could he see ? Monumen Kebhayanat Kelengkapan
- 15 ✓ 4. What did the tourist want to do ? take a picture
- 15 ✓ 5. Why did he want to take a becak ? Since it was very hot outside

## Appendix 9 Students' reading comprehension of post-test

**Post-Test**

Nama : Rista  
Class : X. IPS

$$\frac{98}{100} \times 100 = 98$$

Read and answer the question below!

**The Fox And The Bird**

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. " You are a beautiful bird, the fox said, " but can you sing ?". " Of course I can sing, " 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.

**ARTIKAN TEKS DI ATAS**

Ruba dan Burung

Suatu hari seekor rubah melihat seekor burung sedang duduk di atas ranting pohon di mulut burung tersebut terdapat beberapa makanan. Rubah menyangkal makanan itu karena dia sangat lapar. Lalu seekor burung ya bilang kata ruba Tapi bisakah kamu menyanyi, tentu saja saya bisa menyanyi. Dasar seekor ruba ya bodoh. dia membuka mulut untuk bernyanyi dan mengeluarkan makanannya. Ruba menyalak makanan dan berkata, ya kamu bisa bernyanyi dan kamu cantik, tetapi kamu tidak pintar. Dan ruba berlari jauh membawa makanannya.

→ 23

- 15 ✓ 1. What is the title of the story ? The fox and the bird
- 15 ✓ 2. What is the meaning of " of course I can sing " ? Tentu saja saya bisa menyanyi
- 15 ✓ 3. Why did the fox want the food ? Because he was very hungry
- 15 ✓ 4. Why did the bird open its mouth ? to sing
- 15 ✓ 5. Why did the bird want to sing ? Because the fox ask

Post-Test

Nama : ARINDA

Class : X. IPS

Read and answer the question below!

**The Fox And The Bird**

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. "You are a beautiful bird, the fox said, "but can you sing?" "Of course I can sing," 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.

**ARTIKAN TEKS DI ATAS**

Kubah dan Burung

Suatu hari seekor kubah melihat seekor burung sedang duduk di atas ranting pohon. Di mulut burung tersebut terdapat beberapa makanan. Kubah menginginkan makanan itu karena dia sangat lapar. "Bantu seekor burung yang cantik," kata si kubah "bisa berikan kamu makanan?" "Ya tentu saja," jawab burung. Kubah segera membuka mulut dan berbaring dan menyalurkan makanan. Kubah tersebut menanggapi makanan dan berkata "ya kamu bisa berbaring dan kamu sangat cantik, dan kamu dapat kamu tidak pintar," dan Kubah pergi. Setelah itu segera berlari jauh dengan membawa makanan.

- 15L 1. What is the title of the story? The fox And the bird
- 15L 2. What is the meaning of "of course I can sing"? Ya tentu saja saya dapat berbaring
- 15L 3. Why did the fox want the food? Because he was very hungry
- 15L 4. Why did the bird open its mouth? Because he want to sing
- 15L 5. Why did the bird want to sing? Because the fox ask

## Post-Test

Nama : Bunga Hca

Class : X - IPS

Read and answer the question below!

$$\frac{98}{100} \times 100 = 98$$

## The Fox And The Bird

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry. "You are a beautiful bird, the fox said, "but can you sing?". "Of course I can sing," 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.

## ARTIKAN TEKS DI ATAS

Ruba dan Burung

Suatu hari seekor rubah melihat seekor burung sedang duduk di atas ranting pohon. dimulutnya burung ada beberapa makanan. rubah menginginkan makan itu karena dia sangat lapar. "Kamu adalah seekor burung yang cantik kata rubah," tetapi bisakah kamu bernyanyi? tentu saja saya bisa bernyanyi. rubah ini sangat bodoh, dia membuka mulutnya untuk bernyanyi dan menyetukan makanannya. rubah menangkap makanannya dan berkata ya kamu bisa bernyanyi dan kamu sangat cantik, tetapi kamu sangat bodoh. dan rubah berlari jauh dengan makanan itu.

23

- 15 L 1. What is the title of the story? The fox and the bird
- 15 L 2. What is the meaning of "of course I can sing"? Tentu saja saya bisa bernyanyi.
- 15 L 3. Why did the fox want the food? because the fox very hungry.
- 15 L 4. Why did the bird open its mouth? to sing.
- 15 L 5. Why did the bird want to sing? because the fox are



Appendix 10 .Distribution of T-Table

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 11 Documentation









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

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404  
 Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 717 /ln.39/PP.00.9/06/2018  
 Lampiran : -  
 Hal : Permohonan Rekomendasi Izin Penelitian

Kepada Yth.  
 Bapak Bupati Polewali Mandar  
 Cq. Ka. Badan Kesatuan Bangsa dan Politik  
 di  
 KAB. POLEWALI MANDAR

*Assalamu Alaikum Wr. Wb.*

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

Nama : MARIANA  
 Tempat/Tgl. Lahir : LOME, 15 Juli 1996  
 NIM : 14.1300.046  
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
 Semester : VIII (Delapan)  
 Alamat : DUSUN LOME, DESA MASSEWAE, KEC. DUAMPANUA, KAB. PINRANG

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

**"IMPROVING READING COMPREHENSION BY USING IBT METHOD (INQUIRY BASED TEACING) AT THE TENTH GRADE OF MA'IZZATUL MA'ARIF TAPPINA KAB. POLMAN"**

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

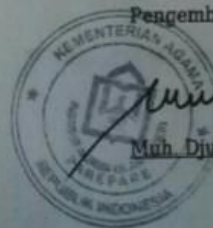
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Juli 2018

A.n Rektor

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



Muh. Djunaidi

Tembusan:  
 DPMPSTP Kab. Polewali Mandar





PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**

NOMOR : 503/462/IPL/DPMP/TSP/VII/2018

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr (i) MARIANA
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-476/Bakesbangpol/B.I/410.7/VII/2018, Tgl. 19 Juli 2018

**MEMBERIKAN IZIN**

Kepada :

Nama	: MARIANA
NIM/NIDN/NIP	: 14.1300.046
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: TARBİYAH DAN ADAB
Jurusan	: BAHASA INGGRIS
Alamat	: KEC. DUAMPANUA KAB. PINRANG

Untuk melakukan Penelitian di Kecamatan Binuang Kabupaten Polewali Mandar, terhitung tanggal 23 Juli s/d 23 Agustus 2018 dengan Judul " **IMPROVING READING COMPREHENSION BY USING IBT METHODE (Inquiry Based Teaching) AT THE TENTH GRADE OF MA IZZATUL MA'ARIF TAPPINA Kab. POLMAN** ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
 Pada Tanggal, 20 Juli 2018

a.n. **BUPATI POLEWALI MANDAR**  
 Plt. KEPALA DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU



**Ir. BUDI UTOMO ABDULLAH.MM**  
 Pangkat : Pembina Utama Muda  
 NIP : 19660520 199203 1 017

Tembusan:

1. Unsur Forkopinda di tempat;
2. Kepala Kemenag Kabupaten Polewali Mandar di tempat;
3. Camat Binuang di tempat.



**YAYASAN  
PEMBERDAYAAN DAN PENGEMBANGAN FITRAH INSANI (YP2FI)  
MADRASAH ALIYAH IZZATUL MA'ARIF TAPPINA  
TAHUN PELAJARAN 2018-2019**

*Alamat: Jl.Poros-Pinrang KM 11 Tappina Desa Mirring Kec. Binuang Kab. Polman No Hp 082346162197*

**SURAT KETERANGAN  
NOMOR : MA.31.03/022/PP.006/022/19/VIII/2018**

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa

Nama : Mariana  
NIM/NIDN/NIP : 14.1300.046  
Asal Perguruan Tinggi : IAIN Parepare  
Fakultas : Tarbiyah dan Adab  
Jurusan : Bahasa Inggris  
Alamat : Kec. Duampanua Kab. Pinrang

Benar telah melakukan penelitian di Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar, terhitung mulai tanggal 23 Juli s/d 23 Agustus 2018 dengan judul :

"IMPROVING READING COMPREHENSION BY USING IBT METHOD (Inquiry Based Teaching) AT THE TENTH GRADE OF MA IZZATUL MA'ARIF TAPPINA KABUPATEN POLMAN".

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tappina, 24 Agustus 2018



## CURRICULUM VITAE



The researcher was born on July 15<sup>th</sup>, 1996 in Lome, Massewae, Duampanua. She is the first six in her family; she has three brothers and two sisters. Her father name is Mahmud and her mother name is Muriati. Her educational background began 2002 in SDN 263 Lome, Kec. Massewae, Kab. Pinrang and graduated on 2008. She continued her study at SMPN 1 Leppangang, Kab. Pinrang and graduated on 2011. At the same year, she registered in Senior High School MAN Pinrang Kab. Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2019. With the title of her skripsi “Improving Reading Comprehension By Using IBT Method (Inquiry Based Teaching) of The Tenth Grade of MA IZZATUL MA’ARIF TAPPINA KAB. POLMAN”.

