



**THE EFFECT OF IMPLEMENTING INQUIRY-BASED LEARNING
STRATEGY ON STUDENTS' READING COMPREHENSION**

(An Experimental Research of The Second Grade Students' of Junior High
School in Academic Year 2018/2019)

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirements For the Degree of
Sarjana Pendidikan in English Department

By:

SRI MULYANI

NPM 1615500059

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
PANCASAKTI UNIVERSITY TEGAL**

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APPROVAL

This research project written by Sri Mulyani, NPM: 1615500059 entitled "The Effect of Inquiry-Based Learning Strategy on Students' Reading Comprehension" (*An Experimental Research of the Second Grade Students of SMP N 3 Songgom in Academic Year 2018/2019*) has been examined and decided acceptable by the Board of Examiners of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on:

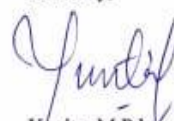
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STATEMENT OF ORIGINALITY

I state that my research project entitled “The Effect of Inquiry-Based Learning Strategy on Students’ Reading Comprehension of the Second Grade Student at SMP Negeri 3 Songgom” is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with specific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this Research Project are quoted or cited adjusted to ethical standard.

Tegal, 22nd July 2019

The writer,



Sri Mulyani

NPM.1615500059

MOTTO AND DEDICATION

MOTTO

- ❖ Everything Because of Allah
- ❖ The more you give, the more you will get
- ❖ Do the best and pray. God will take care of the rest
- ❖ All I have to do is dream.

DEDICATION

In the name of Allah SWt, the most gracious, the most merciful. With a great love. I wonder like to dedicate this thesis to:

- ❖ My beloved parents: BapakDaharidanIbuRasmini. thanks for their endless and unconditional love, supports and prayers for my success. I would like to say, I deeply apologize and I love you more.
- ❖ My beloved brothers and sister. Thanks for supporting and motivating.
- ❖ All of the lecturers in English department of pancasakti University Tegal.
- ❖ All of my friends and motivators whose name are not written in this thesis but you have been living in my deep memory, I just wanna say thank you so much.

PREFACE

First of all, the writer wants to express her thanks to Allah SWT, because of his bless and grace, the research project entiteled “THE EEFECT OF INQUIRY-BASED LEARNING STRATEGY ON STUDENTS’ READING COMPREHENSION(An Experimental Research of the Second Grade Students’ of SMP N 3 Songgom in Academic Years 2018/2019)”can be finished on time.

This research project is a proposed to the English Department as one of the requirement to acquire an educational schoolar degree.

After through a great effort the writer finaly finished this research project. However, the writer realize that is is still imperfect research project so the writer expects the critic and suggestion in order to make it better.

Finally, the writer would like to thank to all who have helped her in finishing the thesis. She hopes that this thesis can contribute valuable thing for both educational importance and primary discourse.

Tegal, 22ndJuly 2019

The writer



Sri Mulyani

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the words for the blessing, the strenght and guidience to the writer in completing this research. Peace and blessing from Allah SWT be upon to the prophet Muhammad SAW. It is a percious thing that the writer finally accomplish the thesis entitled “THE EEFFECT OF INQUIRY-BASED LEARNING STRATEGY ON STUDENTS’ READING COMPREHENSION(An Experimental Research of the Second Grade Students’ of SMP N 3 Songgom in Academic Years 2018/2019)”

The writer realize that the thesis could not be finished without the help from the others. Therefore, the writer would like to givr her sincerest gratitude and appreciation to:

1. Rector of Pancasakti University Tegal.
2. The Dean of Teacher Training and education Faculty of Pancasakti University Tegal.
3. The Head of English Department of Pancasakti University Tegal.
4. H. Sumartono, M.Pdas the first advisor who has given very good advices, careful guidance, and helpful correction during the consultation in writing this thesis.
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7. Koko Wiji Handoko, S.Pd as the English teacher of SMP Negeri 3 Songgomwho helped the writer to conduct this research in his class.

ABSTRACT

MULYANI, SRI. 1615500059: *The Effect of Implementing Inquiry- Based Learning Strategy on Students' Reading Comprehension (An Experimental Research to the Second Grade Students of SMP N 3 Songgom in the Academic Year 2018/2019).* Research Project Strata 1 Program, Faculty of Teacher Training an Education, Pancasakti University Tegal. The First Advisor is H. Sumartono, M.Pd. and the Second Advisor Noeris Meiristiani, M.Pd.

Key Words: Inquiry-Based Learning Strategy, Students' Reading Comprehension.

Inquiry-Based Learning is one of strategy in cooperative learning. The objectives of this research is to find out whether there is a positive effect of Inquiry-Based Learning Strategy on students' reading comprehension of the second grade students of SMP N 3 Songgom in the Academic Year 2018/2019.

This research was an experimental study. The population in this research is all students of the second grade students of SMP N 3 Songgom in academic year 2018/2019 with the number of students was 186. This research was conducted by using two group design, the first group is experimental group who was taught by using Inquiry-Based Learning Strategy, and the second group is control group who was not taught by using Inquiry-Based Learning Strategy. The sampling technique was conducted by using cluster random sampling with the total of sample is 60 students and each sample consist of 30 students.

The result of the data obtained between experimental group with a mean value (77,1) and control group with a mean value (69,6). The data is analysed by using t-test. It showed that t-test result is 3,378 with degree freedom is 58 and the level of significant (**a**) 5% and t-table is 1,645. It is absolutely said that t-test is higher than t-table ($3,378 > 1,654$), because of the t-test is higher than t-table, so that the hypothesis of the research is accepted.

Thus, it can be concluded that Inquiry-Based Learning Strategy gives positive effect on students reading comprehension of the second grade students of SMP N 3 Songgom in the academic year 2018/2019. Because, there is significant difference between experimental and control group after given treatment. So, from this research is students who were taught by using Inquiry-Based Learning Strategy got more knowledge than students who were taught by using conventional method. It also made students more active, confident, communicative and creative in learning process. The writer advises to the teachers to use Inquiry-Based Learning Strategy in teaching English especially reading.

ABSTRAK

MULYANI, SRI. 1615500059: *The Effect of Implementing Inquiry- Based Learning Strategy on Students' Reading Comprehension (An Experimental Research to the Second Grade Students of SMP N 3 Songgom in the Academic Year 2018/2019).* Skripsi Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Dosen pembimbing 1 adalah H. Sumartono, M.Pd. dan Dosen Pembimbing Dua adalah Noeris Meiristiani, M.Pd.

Kata Kunci: *Inquiry-Based Learning Strategy, Students' Reading Comprehension.*

Inquiry-Based Learning adalah salah satu teknik pembelajarn cooperative. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi *Inquiry-Based Learning* mempunyai pengaruh yang positif terhadap hasil belajar membaca siswa kelas delapan SMP N 3 Songgom tahun ajaran 2018/2019.

Penelitian ini adalah penelitian eksperimen. Populasi dari penelitian ini adalah seluruh siswa kelas delapan di SMP N 3 Songgom tahun ajaran 2018/2019 dengan jumlah siswa 186. Penelitian ini terbagi menjadi dua kelompok yaitu kelompok eksperimen, siswa diajar menggunakan strategi *Inquiry-Based Learning* dan di dalam kelompok control, siswa tidak diajar menggunakan strategi *Inquiry-Based Learning*. Untuk pengambilan sempel menggunakan teknik *cluster random sampling* dengan jumlah sempel 60 siswa dan masing-masing kelompok terdiri dari 30 siswa.

Hasil data penelitian diperoleh antara kelompok eksperimen dengan nilai rata-rata (77,1) dan kelompok control dengan nilai rata-rata (69,6). Data dianalisis menggunakan t-test. Dari hasil perhitungan menunjukkan bahwa nilai t-test adalah 3,378 dengan derajat kebebasan sebesar 58 dan taraf signifikasi (**a**) 5% didapatkan nilai t-tabel sebesar 1,645. Hal ini menunjukkan bahwa nilai t-test lebih besar dari nilai t-tabel ($3,378 > 1,654$), karena t-test lebih besar dari t-table maka dapat disimpulkan bahwa hipotesis dalam penelitian ini dapat diterima.

Dengan demikian, dapat disimpulkan bahwa strategi *Inquiry-Based Learning* efektif untuk memberikan pengaruh yang positif terhadap pencapaian pemahaman membaca siswa kelas delapan di SMP N 3 Songgom tahun ajaran 2018/2019. Karena terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol setelah diterapkannya strategi *Inquiry-Based Learning* mendapat banyak pengetahuan dari pada siswa yang diajar menggunakan konvensional. Dan juga siswa lebih aktif, percaya diri, komunikatif dan kreatif dalam proses pembelajaran. Penulis menyarankan kepada guru untuk menggunakan strategi *Inquiry-Based Learning* dalam pengajaran bahasa inggris khususnya dalam pengajaran pemahaman membaca.

LIST OF APPENDICES

Appendix

- 1. Students List of Try Out Group**
- 2. Students List of Experimental Group**
- 3. Students List of Control Group**
- 4. Instrument of Try Out**
- 5. Key Answer of Try Out**
- 6. Instrument of Post-Test**
- 7. Key Answer of Post-Pest**
- 8. The Data of Instruments Validity**
- 9. The Data of Instruments Reliable**
- 10. The Score of Try-Out**
- 11. The Score of Post-Test Experimental Group**
- 12. The Score of Post-Test Control Group**
- 13. Calculating the Standard Deviation of Experimental Group**
- 14. Calculating the Standard Deviation of Control Group**
- 15. Syllabus**
- 16. Lesson Plan of Experimental Class**
- 17. Table r Product Moment**
- 18. Table t Product Moment**
- 19. Schedule Experimental Group and Control Group**
- 20. SuratIzinPenelitian**
- 21. SuratKeteranganTelahMelakukanPenelitian**
- 22. Documentation**

LIST OF TABLES

Table

1. Population
2. Sample
3. Result of Validity Try Out Group
4. Result of Reliable Try Out Group
5. Result of Final Test Experimental Group
6. Result of Final Test Control Group
7. Summary of Data Description

TABLE OF CONTENTS

COVER	i
PAGE OF TITTLE	ii
APPROVAL	iii
SATATEMENT OF ORIGINALITY	iv
MOTTO AND DEDICATION	v
PREFACE	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	viii
LIST OF APPENDICES	x
LIST OF TABLE	xi
TABLE OF CONTENT	xii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Statement of the Problem	3
E. Objectives of the Problem	4
F. Significances of the Research	4
1. Theoretical Significances	4
2. Practical Significances	4
a. Advantages for the teacher.....	4
b. Advantages for the students	5
c. Advantages for the readers.....	5

CHAPTER II REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTHESIS	6
A. Previous Studies	6
B. Review of Related Theories	7
1. The Nature of Reading	8
a. Definition of Reading	8
b. Reading Comprehension	9
c. Reading Process	11
d. The Purposes of Reading	13
e. The Principle Teaching of Reading	14
f. The Technique of Reading	15
g. Reading for Junior High School.....	16
a. The Target	16
b. The Purposes and Function	17
2. Inquiry-Based Learning Strategy	17
a. Definition of Inquiry-Based Learning Strategy.....	17
b. The Process of Inquiry-Based Learning Strategy	18
c. Benefit of Inquiry-Based Learning Strategy	20
d. The Advantages of Inquiry-Based Learning Strategy.....	21
e. Disadvantages of Inquiry-Based Learning Strategy	22
3. Narrative Text	22
a. Definition of Narrative Text.....	23
b. Generic Structure of Narrative Text.....	23
c. Language Features	23
C. Theoretical Framework	23
D. Hypothesis	24
 CHAPTER III RESEARCH METHODOLOGY	 24
A. Approach, Type, Design of the Research	24

1. Reseach Approach	24
2. Research Type	25
3. Research Design	25
B. Population, Sample, Technique of Sampling and Testing of the Equality of the Sample	26
1. Population	27
2. Sample	27
3. Technique of Sampling	27
C. Research Variables	28
D. Data Collecting Technique	28
E. Research Instrument	29
1. Validity	29
2. Reliability	33
F. Technique of Analyzing Data	37
1. Mean.....	37
2. Median.....	37
3. Modus.....	38
4. Standard Deviation.....	38
5. T-test	39
CHAPTER IV RESEARCH RESULT AND DISCUSSION	40
A. Description of the Data	40
B. Data Analysis	46
C. Discussion of Data Analysis	54
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion	56
BIBLIOGRAPHY	57
APPENDICES	60

CHAPTER I

INTRODUCTION

This chapter describes about background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, and significances of the research.

A. Background of the problem

In learning English there are four skills. They are listening, speaking, writing and reading. In general, reading is an active process to getting information from the text. It means that the readers have to use their ability to get information and understand text well. This skill is realized by the ability of the readers to identify the rules of the language used by the writer to transfer the information put in the language he or she is writing. By reading, students are able to access much information, especially English textbook. Reading is also something important for the learners because reading is one of the language skills learned at school.

Nuttall (1982:4) states that reading is way of the reader to get a message from the text. While, Carrell and Eisterhold (1987) say that reading is an active process between the reader's background knowledge and text. So based on the definition above, it can be concluded that reading is a process of interaction between reader and text to get information and response to a message from the text.

Many students still have problems with their reading ability. They are difficult to understand the idea of a text, to find the meaning of a text and to state the generic structure of a text. On the other hand, if their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. But if they have a good ability, they will have a better chance to succeed in their study.

According to Paula (2006), Inquiry-Based Learning Strategy is learning actively involves students in a process of exploring the material, and leads to asking questions, and doing observation to discussing the result of the observation to get the final conclusion. Thus in that strategy, teacher plays a role

as a facilitator in the process of teaching learning. Students must practice actively in teaching learning process to comprehend the materials.

Briefly, Inquiry-Based Learning Strategy is able to make students become active in reading process and enrich their vocabulary, make them focus on the text, attract their motivation, have a long-term memory in comprehending vocabulary of the text and increasing their score on the test.

Related to the description above, the writer tried to apply Inquiry-Based Learning Strategy during teaching and learning. In order, to solve the problem especially reading comprehension. For this purpose, an experimental research was carried out.

B. Identification of the Problem

Identification of the problem is the question of the problem that explain in the research as the main problem and should be answered. Based on the background above, it can be identified problem that possibly occur related to the research, the problem is:

1. How is the effect of Inquiry-Based Learning Strategy on students' reading comprehension of Narrative text the second grade of Junior High School?
2. Does Inquiry-Based Learning Strategy give positive effect on students' reading comprehension in teaching reading?

C. Limitation of the Problems

Based on the background and problem identification above, there are many problems, but the writer limits the problem only on "The Effect of Inquiry-Based Learning Strategy on Students' Reading Comprehension in the second grade students of SMP Negeri 3 Songgom in Academic Year 2018/2019".

D. Statement of the Problem

Based on the background of the problem, identification of the problem and limitation of the problem mentioned above, the formulation of the problem in this research is: " Does Inquiry-Based Learning Strategy give positive effect on

students' reading comprehension in teaching reading of the second grade students' of Junior High School?

E. Objectives of the Research

Based on the problem formulation above, the objective of this research is to find out "The Effect of Inquiry-Based Learning Strategy on Students' Reading Comprehension in the second grade students of SMP Negeri 3 Songgom in Academic Year 2018/2019".

F. Significances of the Research

In this research, there are two significances. Those significances are theoretical and practical benefit. The explanation is as follows:

1. Theoretical Significances

This research can be used as the references for someone who wants to conduct a research in teaching reading especially using Inquiry-Based Learning Strategy.

2. Practical Significances

This result of this research is expected to give information and positive contribution to:

a. Teacher

The writer hopes that this study motivates the English teacher in teaching reading. The use of Inquiry-Based Learning can be an alternative strategy that teacher can apply.

b. Students

By using Inquiry-Based Learning Strategy in teaching reading, the students will have a feeling that learning English is not as difficult as they think, but fun and enjoyable and change the students opinion that learn English is bored especially reading, the students also get more knowledge and experience as well.

c. Readers

The writer hopes that the result of this research will be useful for teacher and students. They can use it in teaching learning process to make the students more interested in studying English.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTHESIS

In this chapter, the writer presents review of four parts. First, the writer describes about some previous study about the research. Second, the writer describes about related theories on reading and Inquiry-Based Learning Strategy. Third, the writer describes about theoretical framework. Then the last, the writer describes about hypothesis.

A. Review of Related Theories

1. Previous Studies

In this study, the writer takes three of previous research to emphasize and support the research.

The first research was written by Endang Lestari (2016) entitled: “ *The implementation of Inquiry-Based Learning Strategy in teaching English to the eight grade students of junior high school*”. The population of this research was the students at SMP Negeri 1 Gemolong. The research stated that students need different kinds of activities or teaching English especially reading, the aims of the research were to find out the implementation of learning English through Inquiry-Based Learning to examine the strengths and weaknesses of learning English. The results of this research is teacher has enough qualification and fully acknowledges with the notion of Inquiry-Based Learning in teaching learning process.

The second research was written by Ermawati (2017) entitled “*The implementation of Inquiry-Based Learning to Reading Comprehension*”. The method used in this research is quantitative research by an experimental study. The aims of this researcher were to find out whether or not the use of Inquiry-Based Learning had improved reading comprehension and how Inquiry-Based Learning in reading class was implemented. This study comprise two main points that used Inquiry-Based Learning was able to improve reading comprehension at STKIP Muhammadiyah Sidrap and the implementation of

Inquiry-Based Learning consist of five steps, which model stands for Exploration, Explanation, Elaboration and Evaluation.

The third research is written by Liza Oktarani (2015) entitled “*Improving Students’ Reading Comprehension by Using Inquiry-Based Learning*”. The population of this research was the students of second grade and the sample is 32 students. The research gives two cycles. She claimed that there is an increase in students reading skill. Based on the result of the research, using Inquiry-Based Learning Strategy improved students’ reading comprehension. It was shown by students’ reading comprehension test result in cycle 134.375% increased into 75% in cycle. Teaching and learning reading comprehension was influenced by the Inquiry-Based Learning Strategy.

From the previous study above, there are some differences found. They are the technique of choosing research sample, the research design, the total number of population and the material used in research. In this research, the writer uses an experimental research of the second grade of junior high school was took as the sample of the research using cluster random sampling technique. The material used is based on the syllabus of second graders of junior high school. Then, the purpose of this research is examine whether using Inquiry-Based Learning Strategy can effect students’ reading comprehension in junior high school in academic year 2018/2019.

B. Review of Related Theories

1. The nature of Reading

a. Definition of reading

Reading in linguistic terms has various definitions. According to Moreillon (2007:10), reading is n active process of getting and understanding information from the text. It means that the readers have to use their ability to get the information and understand the text well. While, Carrillo in Dirham (2011:2) said that reading is something that must be done by all students who are studying language. Reading is considered as one of important skill which has to be learnt because it can influent the other language skills. By reading, students often find some difficult word that they do not know meaning. Thus, before they translate the word, they must know or understand through comprehension. So, that they can describe their ideas or can give conclusion from English reading text through their comprehension.

Silberstein (199:12) adds that reading is a complex information processing skills in which the reader interacts with text in order to re-create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goals and strategies of reading. Another definition of reading is stated by Nunan (2003:68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

From those definitions, the writer infers reading is an interaction between reader and the writer. In the reading text, we can make indirect interaction, but it's communicatively. So communication between the reader and writer will be better if the reader has a good ability. Thus, the reader should be able to understand the sentence that have been provided by the author.

b. Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning and to integrate with what the reader already knows. Fundamental skill required in efficient reading comprehension are knowing meaning of a words. ability to comprehend text is influenced by readers skills and their ability to process information.

According to Raining and Scenary in Dirham (2011:18) reading comprehension is what has been read. It is an active thinking process that depends not only on comprehension skill but also that students experience and prior knowledge comprehension involve understanding vocabularies. Reading comprehension is the process of constructing meaning from text.

While Martin (1991:7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique. "It means that in order to succeed in reading comprehension, the reader needs to motivate him/herself to concentrate more in reading, try to form mental frame works for holding ideas, and the reader must have a good technique in reading.

Based on the explanation above, the writer found that reading activity is very important to add our knowledge and give information and we can do reading activities through book, newspaper, magazines, and internet. Students should practice their reading more and more, so their reading experience will be

improved. The process of learn comprehension strategies, students need modeling, practice, and feedback. They key comprehension strategies are described below:

1) Using prior knowledge/Previewing

When students previewing the text, they tap into what they already know that will help them to understand the text they are read.

2) Predicting

When students make predictions about the text they are read, it sets up expectations based on their knowledge about similar topics.

3) Identify the Main Idea

Identify the main idea and summarizing requires that students determine what is important and then put in their own words.

4) Questioning

Asking and answering questions about text is another strategy that help students focus on the meaning of the text.

5) Making Inferences

In order to make inferences about something that is not explicitly stated in the text.

c. Reading process

Understanding the process of reading means understanding models of how word are recognize and how long they are kept in working memory (Nunan, 2003:70). The models of reading process can be divided into three categories are:

a. Bottom-up model

The first category is called bottom-up model. The bottom-up model typically consist of lower-level reading process. In this model, readers begin with the identification of letters. The information gained is passed to a decoder, which converts the string of letters into a string of systematic phonemes. This string is then passed and recognized as a word. This model assumes that readers proceed by moving their eyes from the left to right, first taking

in letters, combining these to form words, then combining the words to form phrases, clauses and sentences of text.

b. Top-down model

The second category is called top-down model. The top-down model, readers draw upon their knowledge of the world and the structure of the sentences to analyze a text. In this model, the readers are seen as bringing hypotheses to bear on the text, and using text data to confirm.

c. Interactive model

The first category is called interactive model. The interactive model of reading combines elements of both bottom-up and top-down models, assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. While reading, readers can apply bottom-up process by organizing the new vocabulary and the new pattern they not got before. By doing this, readers are expected to be able to get information from text. Meanwhile, readers also apply top-down process by predicting what the content of the text is about and the continuation of the text.

d. The Purpose of Reading

The general purpose of reading is to find the information in the literature. Mean while, a specific purpose of reading is very diverse, depend on the situations and conditions of the reader.

According to Turahmat (2010:6) the purposes of reading are as follows:

- 1) Reading to get information that information includes the information about facts, usual events until high information of theory and scientific findings.
- 2) Reading to avoid the facts, when bored, sad or hopeless, a person could have done the reading activities. In this case, reading can be a positive drug.
- 3) Reading to get pleasure, reading for this purpose is generally the reader chooses an entertaining literature.
- 4) Reading in sparing time, reading for this purpose is generally comes because of the reader doesn't know what should they do at the time.

- 5) Reading to gain an understanding. This is done in order to the reader more understand what they do not know.

From the purposes in reading above, reading is to learn from the text to get important information or general idea, besides in academic and professional context, people get new information based on their necessary after they understand and construct meaning from text. For example, reading for main ideas, reading for details, and organization are appropriate purposes when the readers read the texts.

e. Principles Teaching of Reading

Reading is a receptive language activity, there are many reasons why getting students to read English texts is an important part. A good reader is someone who has a principle for reading, whether it is to look for specific information or to read for pleasure. While teaching reading we should observe the following principles:

- 1) Principle 1 : Reading is not a passive skill.

Reading is activity of getting information from the text. To make it successful, we have to understand what the words mean, and see the textbook by the word to understand the arguments, and find out if we agree with the text. If we do not do these, students will easily forget it.

- 2) Principle 2 : Students need to be engaged with what they read.

As usually in the lessons when we study reading, students who are not actively involved in reading text tend to be less interested in what they are learning, but when they are really interested by the topic of task, they get much more from what is in front of them.

- 3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

When we read a texts in our language, we often have a good idea of the content before we actually read. Of course it is important to study reading text for the way we use to understand meaning from the message of the text.

f. Technique of Reading

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

According to The National Capital Language Resource Center, Washington, DC (2004), strategies that can help students read more quickly and effectively include:

- 1) **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- 2) **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- 3) **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- 4) **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- 5) **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.

g. Reading for Junior High School

English is an instrument to communicate that is to know and to explain information, ideas, and feeling as well as to develop knowledge, technology, and culture in context of daily life. In Indonesia, English is a foreign language which has been applied in education and has been taught since in elementary school, junior high school, senior high school, until university level.

Based on syllabus, the standard competences in junior high school, there are four skills in English lesson which are taught to the students, they are speaking, listening, writing, and reading skills. Speaking and writing skills are productive skills that are about how students create utterance through spoken or written.

Listening and reading include the students' understanding. Teacher must consider the overall skill about the achievement each of which as well.

In this case, the writer discusses reading skill because in the first year of junior high school, the basic competency that should be achieved to reading English subjects is the students have ability to develop and produce a reading text.

a. The target

The target of English teaching and learning in Junior High School is that the learners is supposed to get a functional grade which means that at the end of the teaching learning, the learners can make communication and will be able to use it correctly in different context both in written and oral forms to solve his/her daily problem (Mulyani,2011:19).

b. The Purpose and Function

The purpose of teaching and learning, especially as a teacher is to help students learn English. First, to develop communicative competence in a spoken and written language.

2. Inquiry-Based Learning Strategy

a. Definition of Inquiry-Based Learning Strategy

Paula (2006) states that Inquiry-Based Learning Strategy is learning actively involves students in a process of exploring the material, and that leads to asking questions, doing observation and discussing the result of the observation to get the final conclusion. Lane (2007) also agrees that Inquiry-Based Learning Strategy actively involves students in the exploration of the contents, issues, and questions surrounding a curricular area in the concept.

While according to Leung (1998), Inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. At the classroom level, Inquiry is a teaching strategy designed to teach students how to deal with questions and problems encouraged in various important generic skill through a variety of learning experiences. Students need to be given appropriate guidance and feedback by teachers while and after the learning process.

In learning process, the students need a time to use the power of mind to think and get the definition of concept, principle, and technique to research of problem. From the explanation above, inquiry-based learning is a strategy to

learning that emphasizes the students role in the learning process. Rather than the teacher telling students about what they need to explore the material, ask questions and share ideas.

b. The Process of Inquiry-Based Learning Strategy

Teaching reading activities, teacher do not usually teach the media how to comprehend the text, they let the students to read the text by themselves then answer the questions. This phenomenon does not stimulate their feelings to read and disturb students' concentration to comprehend the text. The use of inquiry-based learning as strategy in teaching reading can be very potential and useful since there is harmonious relationship that is found by the learners between word and picture from the text.



The cyclical process of Inquiry-Based Learning

The learner **asks** questions → these questions lead to the desire for answers to the question (or for solution to a problem) and result the beginning of exploration and hypotheses creation → these hypotheses lead to an **investigation** to test the hypothesis to find answer and solution to the question and / or problem → the investigation leads to the **creation** or construction of new knowledge based on investigating finds → the learner **discusses** and **reflects** on this newly – acquired knowledge, which, in turn leads to make questions and further investigation.

c. Benefit of Using Inquiry-Based Learning Strategy

As well as building skills to help students reach a high level of thinking, Inquiry-Based Learning can give others benefits to students.

1) Enhances learning experiences for children

Sitting in a classroom taking notes isn't always the most effective (or fun) way to learn. Rather than memorizing facts from the teacher, inquiry-based learning enhances the learning process by letting students explore topics themselves.

2) Teaches skills needed for all areas of learning

As they explore a topic, students build critical thinking and communication skills. The cognitive skills that students develop can be used to improve comprehension in every subject, as well as in day-to-day life.

3) Fosters curiosity in students

An inquiry-based learning approach lets students share their own ideas and questions about a topic. This helps foster more curiosity about the material and teaches skills students can use to continue exploring topics they are interested in.

4) Deepens students' understanding of topics

Rather than simply memorizing facts, students make their own connections about what they are learning. This allows them to gain a better understanding of a topic than they would get by just memorizing and recalling facts.

5) Allows students to take ownership of their learning

Students have the opportunity to explore a topic, giving them more of a sense of ownership over their learning. Instead of the teacher telling them what they should know, students are able to learn in a way that works for them.

d. Advantages of Inquiry-Based Learning Strategy

Youthlearn (2001) explains that teachers who adopt an Inquiry-Based Learning Strategy help students identify and refine their "real question into learning projects or opportunities. Inquiry is a particularly good strategy for

giving students an opportunity to learn with more freedom. It has some advantages as well:

- 1) Inquiry-based learning strategy is flexible.
- 2) The students are active to take a part into learning activity, because Inquiry-Based Learning Strategy is pressing from processing students.
- 3) The teacher will find that many students have trouble on school because they do not respond well to teachers and memorization.
- 4) An Inquiry-Based Learning can be used to young learners or adult learners.

e. Disadvantages of Inquiry-Based Learning Strategy

The disadvantages are described below:

- 1) It is not easy to manage the class, because sometimes the students will be very noisy when they are practicing in the class and so their voice can disturb another class.
- 2) Too many students who lost control from the teacher, because so many groups.
- 3) Preparation and implementation take a long time.

3. Narrative text

a. Definition of Narrative Text

Narrative text is a kind of text to retell the story that happened in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

b. Generic Structure of Narrative Text

a. Orientation

It is about the opening paragraph where the characters of the story are introduced.

b. Complication

It tells the beginning of the problems in the story developed.

c. Resolution

It is where the problem in the story is solved.

d. Coda / reorientation

It consists of a moral lesson from the story.

c. Language Feature of Narrative Text

Anderson (1997:15) states that the language features usually found in narrative texts are :

- a. Specific character.
- b. Time words that connect to tell when they occur.
- c. Verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

C. Theoretical Framework

Based on theoretical background, it can be summarized that reading is one of the important language components for students to master English. In fact, as we know that students' reading comprehension is influenced by strategy that used in teaching English. The important factor on improving students' reading comprehension is the application of good strategy in teaching learning process. The strategy of teaching should be easy, motivate, understandable, to improve students reading ability.

One of the strategy to improving students reading comprehension is by using Inquiry-Based Learning Strategy. This strategy made students comprehend the material in long term memory. Using Inquiry-Based Learning Strategy can make students easier to analyze and understand new vocabulary that found in the text that they read in several times. In addition, using Inquiry-Based Learning Strategy in learning and teaching process can help students reduce their stress and bored in learning reading also can help teacher to convey learning material because this strategy has steps in teaching activities.

D. Hypothesis

According to Gay, Mills, Airasian (2009:71) "hypothesis is a researcher's prediction of the research findings, statement of the research expectation about the relation among the variables in the research topic". So, hypothesis can be defined as a temporary answer which truth must be tested or a summary of theoretical conclusion obtained through a literature review. Based on the background of the problem, review of related theories, and frame of thinking, the writer formulates the hypothesis of this research as follows: "There is

positive effect of using Inquiry-Based Learning Strategy on Students' reading Comprehension of the second grade at SMP Negeri 3 Songgom in Academic Year 2018/2019".

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of approach, type and design of the research, population, sample, and technique of sampling, research variables, data collecting technique, research instrument, and technique of analyze data.

A. Approach, Type and Design of Research

1. Approach of Research

In this research, the writer used quantitative research. Quantitative research is a method to examine certain theories by researching the relation between variables and it uses numerical analysis. This approach aims to examine relationships between variables and determine cause and effect interactions between variables which concerned with the data collection and analysis of data and changes them into numbers.

The writer used quantitative research to analyze information in the form of numbers, an emphasis on collecting score that measures distinct attributes of compare groups. To know the comparison of reading comprehension from two groups, the writer conducted post-test in the end of meetings. It is used to find out the students reading comprehension after they were taught using Inquiry-Based Learning Strategy.

2. Type of Research

In this research, the writer used an experimental research. This research can be classified in experimental research since it is conducted to look for the effect of treatment between the independent variable and dependent variable. This research aims to comparing two classes between experimental and control groups. In this research, the subject has been randomly assigned between the groups, and the researcher gave the test to examine the students' skill in reading comprehension that is taught by using Inquiry-Based Learning Strategy and by using conventional method.

3. Design of The Research

It was an experimental research. It aims to finding the effect of Inquiry-Based Learning Strategy on students reading comprehension. In order to collect the data the writer used two-group design as the research design. One group was an experimental group and the other was control group. The experimental group was a group of students who were taught by using Inquiry-Based Learning Strategy, while the control group was a group of students who were not taught Inquiry-Based Learning Strategy. The writer gave both of group the same materials. The writer gave treatments, then post-test in the last meetings. Post-test measured the ability of the students after treatments have been given. The treatment was teaching reading using Inquiry-Based Learning Strategy.

B. Population, Sample of Research and Sampling Technique of Research

1. Population of Research

Population is all the sources of second grade students of SMP Negeri 3 Songgom in the academic year 2018/2019. In this case, the population as the subject of this research was taken from 186 students of second grade students of SMP Negeri 3 Songgom. There are six classes of the second grade students of SMP Negeri 3 Songgom. The details are as follow:

Table 1. Population

No	Class	Number of students
1	VIII A	30
2	VIII B	32
3	VIII C	32
4	VIII D	30
5	VIII E	30
6	VIII F	32
	Total	186

2. Sample of Research

Sample is a group in research study which information is obtained. This research is an experimental research, so the writer needs two classes from six classes of population of this research.

Based on the population numbers, the writer took two classes as sample of this research. They were A class and E class. Both of classes consist of 30 students. Then, both of the classes were divided by the writer to determine which was the experimental and control group. Experimental group was taught by using Inquiry-Based Learning Strategy and control group was not taught by using Inquiry-Based Learning Strategy. The sample of this research is as follow:

Table 2. Sample

No	Class	Number of students
1	VIII A	30
2	VIII E	30
	Total	60

3. Technique of Sampling

In this research, the writer used cluster random sampling technique to get research sample. "Cluster random sampling is the way to take the certain group (in class) at random without see the ability of the students itself" (Sudjana, 2009: 75). From the population mentioned above, the writer took two classes as the sample for conducting this research. VIII A and VIII E from six classes of the second grade students of SMP Negeri 3 Songgom. After that, the writer determined VIII A as Experimental group, and VIII E as control group.

C. Research Variables

"Variable is the characteristics of individual, object, phenomenon, and event which can be measured qualitatively and quantitatively" Sudjana (2009: 23). There are two kinds of variables in this research. Thos are independent variable and dependent variable. Independent variable is treatment variable or variable that is intentionally manipulated to know its effect to dependent variable. While,

dependent variable is variable that is caused or responded by independent variable. Based on the statement above, variables in this research are:

- 1) Independent variable: Using Inquiry-Based Learning Strategy (X)
- 2) Dependent variable: Students' Reading Comprehension (Y)

D. Data Collecting Technique

Collecting data is one of activities to get information of the research. The data collecting technique that is used by the writer was a test. In additional, the writer had gave tryout to other class which did not belong to experimental nor control group to check the validity and reliability of the instrument. The treatment which had been given by the writer in experimental group was until seven meetings. Then, the post-test was given to the experimental and control group in the end of experiment. After the data has been already collected, the writer calculated the T-test analysis to get the result of this study.

E. Research Instrument

Research instrument is a tool used by the writer in collecting data. The good data instrument should be valid and reliable. According to Arikunto (2010:144) a good instrument must fulfill requirements that is valid and reliable. In order to know the validity and reliability of instrument, the writer had calculated in the formula. The aimed to ease the writer in checking how many instrument tests were not valid and reliable. The writer used reading test on the form of multiple choice as post-test. The test arranged according to the material which had been given. The test consists of 40 items and the time allocation is 90 minutes. The form of the test is multiple choice with five options A, B, C, D, and E for each item. The test was used to find out the information whether there was any difference of students results in reading which were taught by using Inquiry-Based Learning Strategy, and the students who were not taught by using Inquiry-Based Learning Strategy.

The criteria of a good test is valid and reliable. The explanations of them are as follows:

1) Validity of the Test

According to Arikunto (2010:212) Validity is an essential characteristic of a good set of test. So, a test is valid if it measures what it should be measured. While, according to Cohan (2007) Validity is an important key to effective research. If a piece of research is invalid then it is worthless.

Before the test was given to experimental and control groups, it had been tried out to another students who do not belong to those groups. The validity test can be measured by using the product moment. The formula of product moment is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

In which:

- r_{xy} = Coefficient of correlation of each item
- N = The number of students/subject participating in the test
- $\sum x$ = The sum of the score of try out
- $\sum x^2$ = The sum of variable X
- $\sum y$ = The sum of the score middle semester test
- $\sum y^2$ = The sum of variable Y
- $\sum xy$ = The sum of multiple of variable X and Y

In this research, before the writer gave the instrument to the sample, the writer had given try out to 30 students of VIII D. The writer used external validity to measure the validity of instrument. Based on the try out test, here is the validity of the test instrument, as below:

Table 3

The Score for Instrument Validity Try Out of the Students VIII D at SMP Negeri 3 Songgom in Academic Year 2018/2019

NO	NAME	X	y	X ²	Y ²	xy
1	AHMAD DIKI	80	80	6400	6400	6400
2	ANDRY PRATAMA	80	80	6400	6400	6400

3	ARI FIRGIYANSYAH	60	70	3600	4900	4200
4	DIAN AYU LESTARI	70	90	4900	8100	6300
5	DINI MINANTI	60	70	3600	4900	4200
6	DWI AGUS MIRANTI	70	90	4900	8100	6300
7	EKA ARDHINI C	80	80	6400	6400	6400
8	ERWIN GUNANJAR	60	70	3600	4900	4200
9	GALIH AJI	60	90	3600	8100	5400
10	HILMAN NAJIB	80	90	6400	8100	7200
11	INGGY DESTA AMELIA	80	90	6400	8100	7200
12	KHOERUN NADIP	70	90	4900	8100	6300
13	M. FAJAR ADITIA	60	80	3600	6400	4800
14	M. SATRIA WIBISONO	80	90	6400	8100	7200
15	MAYSARLA ANGGUN A	70	60	4900	3600	4200
16	MELA ISNAENI	60	90	3600	8100	5400
17	MOH YUSUF	80	90	6400	8100	7200
18	MONA LISA APRILIA	60	80	3600	6400	4800
19	NAYLA SULISTIYANI	60	90	3600	8100	5400
20	NAZWA MUCHTAZILLAH	60	60	3600	3600	3600
21	RAHAYU NINGSIH	60	70	3600	4900	4200
22	RINDI ANAH	70	90	4900	8100	6300
23	RISMA AYU NATASYA	70	90	4900	8100	6300
24	SADITA SATRIAWAN	60	90	3600	8100	5400
25	SALSABILA. R	60	70	3600	4900	4200
26	SARITI	70	90	4900	8100	6300
27	SILVI MELIYANI	70	90	4900	8100	6300

28	SINGGIH MAULANA	50	70	2500	4900	3500
29	SITI NURHIKMAH	70	90	4900	8100	6300
30	TEDI HARYONO	70	90	4900	8100	6300
		2030	2470	139500	206300	168200

Value of r_{xy} is consulted with r-table product moment. When $r_{xy} > r_{table}$, so the test item is valid based on the try out test, here is the validity of the test instrument, as follow:

$$N = 30$$

$$\sum x = 2.030$$

$$\sum y = 2.470$$

$$\sum x^2 = 13.9500$$

$$\sum y^2 = 20.6300$$

$$\sum xy = 16.8200$$

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

$$r_{xy} = \frac{30 \times 168200 - (2030)(2470)}{\sqrt{(30 \times 139500 - 2030^2)(30 \times 206300 - 2470^2)}}$$

$$r_{xy} = \frac{5.046.000 - 5.014.100}{\sqrt{(4.185.000 - 4.120.900)(6.189.000 - 6.100.900)}}$$

$$r_{xy} = \frac{31.900}{\sqrt{64.100.88100}}$$

$$r_{xy} = \frac{31.900}{\sqrt{5.647.210.000}}$$

$$r_{xy} = \frac{31.900}{\sqrt{5.647.210,000}}$$

$$r_{xy} = \frac{31.900}{75147}$$

$$r_{xy} = 0,426$$

From the computing above, the writer consults the table of correction. The table confirms that the r product moment with member of sample (N) = 30 and the significant standard (α) = 5% (0.05). So, that the writer get the $r_{table} = 0,361$ it means that r_{xy} is bigger than r_{table} ($0,426 > 0,361$). So, it can be said that the tryout test is **Valid**.

2) Reliability

According to Arikunto (1997: 170) a good test criteria, besides it must be valid the test also must be reliable. Reliability is used to know the degree or stability of the instrument. A test is reliable if the tool of measurement can give an illustration that can show the consistency and stability of the characteristics from the experiment.

The reliability of the test shows the stability of the test score when test is used. In reliability test, to know whether the test is reliable or not, the writer used the procedure of split half method of Spearman Brown formula. From the analysis, the scores are grouped into two split of question items. There are two ways to split the question part. The writer used the second way that is the first and the second split. After the score have been grouped into two splits, the next steps is counting the correlation of the first score and the last score (r_{xy}) by using this formula:

$$r_{xy} = r_{1/2/2} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

X : first split score

Y : final split score

$r_{xy} = r_{1/2/2}$: the correlation coefficient of X and Y

Then, to get the index of the question reliability the result of r_{xy} is applied in Spearman-Brown formula. With pattern $r_{1/2/2}$ the formula is:

$$r_{11} = \frac{2 \sum r_{\frac{11}{22}}}{\left(1 + r_{\frac{11}{12}}\right)}$$

r_{11} : full-test reliability

$r_{1/2 \ 1/2} = r_{XY}$: index correlation the first split between the second split.

(Arikunto, 2010 : 223)

From the instrument of the try out above, the writer found that the scores as below:

Table 4

The Score for Instrument Reliability Try Out of the Students VIII D at SMP Negeri 3 Songgom in Academic Year 2018/2019

NO	NAME	Total score	x	y	x ²	y ²	xy
1	AHMAD DIKI	30	15	15	225	225	225
2	ANDRY PRATAMA	30	16	15	256	225	240
3	ARI FIRGIYANSYAH	20	15	5	225	25	75
4	DIAN AYU LESTARI	25	14	11	196	121	154
5	DINI MINANTI	20	9	11	81	121	99
6	DWI AGUS MIRANTI	25	13	12	169	144	156
7	EKA ARDHINI C	30	17	13	289	169	221
8	ERWIN GUNANJAR	20	13	7	169	49	91
9	GALIH AJI	20	13	7	169	49	91
10	HILMAN NAJIB	30	13	17	169	289	221
11	INGGY DESTA AMELIA	30	13	17	169	289	221
12	KHOERUN NADIP	25	13	12	169	144	156
13	M. FAJAR ADITIA	20	14	6	196	36	84

14	M. SATRIA WIBISONO	30	16	14	256	196	224
15	MAYSARLA ANGGUN A	25	14	11	196	121	154
16	MELA ISNAENI	20	12	8	144	64	96
17	MOH YUSUF	30	15	15	225	225	225
18	MONA LISA APRILIA	20	11	9	121	81	99
19	NAYLA SULISTIYANI	20	13	9	169	81	117
20	NAZWA. M	20	13	7	169	49	91
21	RAHAYU NINGSIH	20	13	7	169	49	91
22	RINDI ANAH	25	13	12	169	144	156
23	RISMA AYU NATASYA	25	15	10	225	100	150
24	SADITA SATRIAWAN	20	13	7	169	49	91
25	SALSABILA.R	20	12	8	144	64	96
26	SARITI	25	17	8	289	64	136
27	SILVI MELIYANI	25	15	10	225	100	150
28	SINGGIH MAULANA	15	14	1	196	1	14
29	SITI NURHIKMAH	25	13	12	169	144	156
30	TEDI HARYONO	25	13	12	169	144	156
			410	308	5686	3562	4236

Based on the try out test, here is the reliability of the instrument test, as follows:

$$N = 30$$

$$\sum x = 410$$

$$\sum y = 308$$

$$\sum x^2 = 5.686$$

$$\sum y^2 = 3.562$$

$$\sum xy = 4.236$$

$$r \frac{11}{22} = r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2) - (\sum x)^2\} \{(N \sum y^2) - (\sum y)^2\}}}$$

$$r \frac{11}{22} = r_{xy} = \frac{30 \times 4.236 - (410)(308)}{\sqrt{30 \times 5.686 - (410)^2} \sqrt{30 \times 3.562 - (308)^2}}$$

$$r \frac{11}{22} = r_{xy} = \frac{127.080 - 126.280}{\sqrt{2.480 \times 11.996}}$$

$$r \frac{11}{22} = r_{xy} = \frac{800}{\sqrt{5.454,365}}$$

$$r \frac{11}{22} = r_{xy} = \frac{800}{2.335}$$

$$r \frac{11}{22} = r_{xy} = 0,342$$

$$r_{11} = \frac{2 \times 0,364}{1 + 0,342} = \frac{0,728}{1,342} = 0,542$$

After the writer got the reliability coefficient of the test, the writer found that r_{ratio} is 0,542 with the level of significance 5% of r_{table} is 0,361. Thus, it can be concluded that r_{ratio} is higher than r_{table} ($0,542 > 0,361$). From the data above, there is a significant correlation between X as the first-half score and Y as second-half score. It can be said that the instrument of the test is **Reliable**.

F. Technique of Analyzing Data

To find out the effect of using Inquiry-Based Learning Strategy on students' Reading Comprehension. The writer analyzed the experimental result using T-test formula. The formula t-test is obtain by:

1) Mean

Mean is the sum of the separated divided by their number. To search the mean of the data, the writer used the formula as follows:

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

In which:

\bar{x} = Mean

$\sum X$ = Total score

N = Number of Students

2) Median

Median is the middle score of the data after put in into right order from the lowest score till the highest score. It helped the writer to find out the middle score of the data that we got from research.

3) Modus

According to Sudjana (2010:138), modus is score of the data which has the most frequency or highest frequency. It helped the writer to find out the score of data which often emerged of score that often arose.

4) Standard Deviation

Deviation standard is the positive square root of the variance. According to Sudjana (2009:54), he explained that the value of deviation standard can be searched as follow:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Notes:

SD = Deviation standard

X = Mean score

X1 = Test score

N = Number of sample

5) Deviation standard combination

Variance is a center value of standard square from center value or square average standard. It may be used if first mean larger than second mean and the amount of sample is same. To find the value of the formula:

$$S^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}$$

Notes:

S^2 = United Variance

S_1 = Deviation standard of group 1

S_2 = Deviation standard of group 2

N_1 = Number of sample of group 1

N_2 = Number of sample of group 2

6) T-test

According to Sudjana (2010:150), he stated that either one of the ways to examine of two averages was used t-test. The purpose of t-test is to know whether the result experimental group has significance different with the result control group. The writer used t-test technique using the formula t-test:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes:

S = Variance

\bar{x}_1 = mean of group 1

\bar{x}_2 = mean of group 2

n_1 = number of sample of group 1

n_2 = number of sample of group 2

After all data have been calculated using t-test, the result of t-test is compared with t values in table from 5% significant degree. If the t-test value is greater than t-table, this means that null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted or it can be said as “Inquiry-Based Learning Strategy gives positive effect for students of SMP Negeri 3 Songgom in academic year of 2018/2019”.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of the data, data analysis and the discussion of the data analysis.

A. Description of the Data

This research was conducted at second grade students of SMP N 3 Songgom on April 1st, 2019 until May 2nd, 2019. It used experimental research design which was conducted by using two-group design. The writer chose Narrative Text based on the syllabus, in order to focus on that text. Furthermore, the writer arranged the material and made instrument for another class.

In this research, the writer took 60 students as sample which were divided into two groups, 30 students from VIII A as experimental group and 30 students from VIII E as control group. The materials were given for six meetings and the last meeting for post-test.

Furthermore, the process of this research was divided into three sessions. They are tryout class, treatment and post-test. The description as follows:

1. Tryout

Before the reading test is given to experimental group and control group, the writer created tryout instrument to other class who did not belong to the sample of this research. The tryout was held on April 1st, 2019. The test was

multiple choices which consisted of 40 questions. The tryout test is to know validity and reliability before the instrument test for post-test. The tryout had given for class VIII D. The students should do the test in 90 minutes with five options (A, B, C, D and E).

2. Treatment

After the writer created lesson plan, the writer gave the treatment to the experimental class by using Inquiry-Based Learning Strategy. The writer applied this treatment in reading test to the students based on lesson plans which had been prepared. The treatment of this research was applied by using Inquiry-Based Learning Strategy until six meetings. The material which was given in the treatment was about Narrative Text which was taken from books and the Internet. The explanation of each meeting as follows:

First meeting was held on Thursday, April 4th, 2019. The writer gave introduction about narrative text that was prepared by the writer based on the lesson plans. The first step is **Ask**, the writer read some story of Narrative text. Then, the writer explained about Location and Direction of the story "Toba Lake" to provide background knowledge for students before reading the text. Then, the students ask the writer about example of narrative text. Second step is **Investigate**, the writer gave narrative text and students previewing the title. The writer asked them to read the text for about 5 minutes. After the students read the text, the writer asked all of students to identify the text in detail to get the information about the text. The third step is **Create**, they were allowed to open

their dictionary and took a note all about vocabularies that were new for them. The fourth step is **Discuss**, the student may discuss with their friends. Fifth step is **Reflect**, the writer measured that the students understand.

Second meeting was held on Saturday, April 6th, 2019. The first step is **Ask**, the writer gave narrative text about “Malin Kundang”, the writer asked one of the students to read the text. The students asked about vocabularies that new for them, while the teachers took a note of the questions. The second step is **Investigate**, the writer asked the students to identify that text. They were allowed to open their dictionary to find the meaning of the vocabularies. The third step is **Create**, after the students found the meaning they made some notes about list of complicated words. The fourth step is **Discuss**, the students discussing about a new vocabulary what they had been found with their friends. The fifth step is **Reflect**, the teacher measured that students understood the text then answered all of the questions from the students and wrote on the whiteboard.

Third meeting was held on Thursday, April 11th, 2019. The first step is **Ask**, the writer gave narrative text about “Malin Kundang”. The students asked the teacher what they didn't understand about the material. The second step is **Investigate**, the writer asked them to read for about 5 minutes, they had to identify that text by focusing on the headline of the text. The third step is **Create**, the students took some notes about new vocabulary. The fourth step is **Discuss**, the student discussed with their friends about teaching learning process and notes all about vocabularies that were new for them, to find the meaning of that

vocabularies. The fifth step is **Reflect**, the writer measured the understanding of students by asking about what the text was talking about.

Fourth meeting was held on Saturday, April 13th, 2019. The first step is **Ask**, the writer gave narrative text about “Malin Kundang“ and asked all of students to identify that text in detail. The students asked about generic structure of narrative text, especially to find complication of the text. The second step is **Investigate**, after the students read in the short time, they continued to identify Generic structure of the text. The third step is **Create**, after the students found generic structure of narrative text that they had read, and noted all about parts of generic structure of narrative text. The fourth step is **Discuss**, the writer explained about the orientation, complication and resolution of the text that they had read. The fifth step is **Reflect**, the writer measured the understanding of the students by asking about what the text was talking about.

Fifth meeting was held on Thursday, April 18th, 2019. The first step is **Ask**, the writer gave Narrative text about “Malin Kundang“ and asked all of students to read that text. The students asked the teacher about what is direct speech of narrative text. The second step is **Investigate**, after the students reading that text, they continued to identify language features of the text. The third step is **Create**, after the students find language features of narrative text that they had read, and noted all about parts of language features of narrative. Fourth step is **Discuss**, the writer explained about the action verb, past tense, adverb of time, time conjunction, and direct speech. The fifth step is **Reflect**, the writer measured

the students understanding by asking about what the text was talking about and asked them to mention some adverb of time that they found on that text.

Sixth Meeting was held on Saturday, April 20th, 2019. The first step is **Ask**, the writer asked the students to make groups consisting of 5-6 students, then the writer gave Narrative text about “Snow White”. The second step is **Investigate**, the writer asked students to identify Generic Structure and Language Features of Narrative text, students read the text carefully. The third step is **Create**, the writer asked the students to write down Generic Structures and Language Features and made it interesting for the readers. The fourth step is **Discuss**, the writer asked the students to discuss in their groups. Then, they presented the result of the group discussion in front of the class. Fifth step is **Reflect**, in this step the writer gave students a game. The writer gave them exercise about parts of language features and asked them to come forward to the class and answered the exercise on the board. The group that answers the question correctly is the winner.

Seventh meeting was held on Thursday, April 25th, 2019. In the last meeting, the writer gave students information about next meeting that the writer would give students final test and all of the students had to prepare it, to measure that all of the materials is understood by the students.

3. Post Test

After the writer finished all the treatments, the writer carried out the evaluation through an instrument of reading test in the last meeting. The post-test was related to the materials of narrative text. Post-test was used to find out whether the students understood the materials, which there was any differences on the students reading comprehension after using Inquiry-Based learning Strategy. The post-test was multiple choice which consisted of 40 questions. The time allocation for doing the test was 90 minutes. Then, the writer calculated the score of both samples. The post-test was given for VIII A as experimental group and VIII E as control group. The score of post-test in experimental group was higher than the score of post-test in control group. Thus, the writer concluded that there was positive effect using Inquiry-Based learning Strategy on students' reading comprehension.

B. Data Analysis

a. The result of post-test of Experimental Group

Based on the list score of experimental group, the writer takes mean, median, modus and standard deviation of the data are follows:

Table 5

Score of students which was taught by using Inquiry-Based Learning Strategy

NO	NAME	SCORE	POST-TEST
1	ADI SETIAWAN	20	66
2	ANGGI FATIKASARI	24	68

3	ANGGUN MEILANI	24	68
4	AYU WULANDARI	24	68
5	DENOK	25	70
6	DESSWITA ALAYSHA	25	70
7	DINA MELIANA	25	70
8	ELISAH	26	72
9	FIKRI ALFARIS	26	72
10	HENDRI SISWONO	26	72
11	ILHAM ANGGATAMA	27	74
12	IVAN INDRA PANGESTU	27	74
13	KHOLIFATUN MAFUDOH	28	76
14	LEHAN ABIMAYU	28	76
15	M. IRGI MAULANA	30	80
16	MIKO SHANTURI	30	80
17	MOH. REGITO MAULANA	30	80
18	NAELIANA ZAHRA	30	80
19	NUR INDRI	30	80
20	PRIDAH MULYANA	30	80
21	RIDO ANWAR	30	80
22	RIFKY AHMAD MUZAKI	30	80
23	ROIS PRABOWO	30	80
24	SARAH NOVI AKHWANTI	31	82
25	SIGIT HARDIYANTO	31	82
26	SISKA DELA PUSPITA	32	84
27	SITI LUTPIATUL NAPI'AH	33	86
28	SRI NURJANAH	33	86
29	SUGIARTO	34	88
30	TEGUH INDRA PRATAMA	35	90
	$\sum X$		77.13333333

1) Mean

The writer gets the mean with total score 2478.

The number of sample is 30.

$$\bar{x} = \sum \frac{xi}{N} = \frac{2314}{30} = 77,13$$

2) Median

To get the median, put the score into right order from the lowest until the highest score from:

66,68,68,68,70,70,70,72,72,72,76,76,80,80,80,80,80,80,80,80,80,82,82,84,
86,86,88,90

$$\text{Me} = \frac{80+80}{2} = 80$$

3) Modus

To get the modus, look after which appear at the most from the data.

66,68,68,68,70,70,70,72,72,72,76,76,80,80,80,80,80,80,80,80,82,82,84,
86,86,88,90

Modus from the data above is 80.

4) Deviation Standard

$$\text{SD}^1 = \sqrt{\frac{\sum (xi - \bar{x})^2}{N}}$$

$$= \sqrt{\frac{1238}{30-1}}$$

$$= \sqrt{35,18}$$

$$= 1,213$$

$$\text{SD}^2 = 1,213^2 = 1.471$$

b. The result of post-test of Control Group

Based on the list score of experimental group, the writer takes mean, median, modus and standard deviation of the data are follows:

Table 6
Score of students which was not taught by using Inquiry-Based Learning Strategy

NO	NAME	SCORE	POST-TEST
1	AHMAD DIKI	20	60
2	ANDRY PRATAMA	20	60
3	ARI FIRGIYANSYAH	20	60
4	DIAN AYU LESTARI	20	60
5	DINI MINANTI	21	62
6	DWI AGUS MIRANTI	22	64
7	EKA ARDHINI C	22	64
8	ERWIN GUNANJAR	23	66
9	GALIH AJI	23	66
10	HILMAN NAJIB	25	70
11	INGGY DESTA AMELIA	25	70
12	KHOERUN NADIP	25	70
13	M. FAJAR ADITIA	25	70
14	M. SATRIA WIBISONO	25	70
15	MAYSARLA ANGGUN A	25	70
16	MELA ISNAENI	25	70
17	MOH YUSUF	25	70
18	MONA LISA APRILIA	25	70
19	NAYLA SULISTIYANI	25	70
20	NAZWA MUCHTAZILL	25	70
21	RAHAYU NINGSIH	25	70
22	RINDI ANAH	26	72
23	RISMA AYU NATASYA	27	74
24	SADITA SATRIAWAN	27	74
25	SALSABILA R	28	75
26	SARITI	28	75
27	SILVI MELIYANI	29	78

28	SINGGIH MAULANA	79	78
29	SITI NURHIKMAH	30	80
30	TEDI HARYONO	30	80
			69.6

1) Mean

The writer gets the mean with total score 2127. The number of sample is 30.

$$\bar{x} = \sum \frac{x_i}{N} = \frac{2088}{30} = 69,6$$

2) Median

To get the median, put the score into right order from the lowest until the highest score from:

60,60,60,60,62,64,64,66,66,70,70,70,70,70,70,70,70,70,70,70,70,72,7

4,74,74,75,75,78,78,80,80

$$Me = \frac{70+70}{2} = 70$$

3) Modus

To get the modus, look after which appear at the most from the data.

60,60,60,60,62,64,64,66,66,70,70,70,70,70,70,70,70,70,70,70,72,7

4,74,74,75,75,78,78,80,80

Modus from the data above is 70

4) Deviation Standard

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

$$= \sqrt{\frac{988}{30-1}}$$

$$= \sqrt{31,43}$$

$$= 1,083$$

$$SD^2 = 1,083^2 = 1,172$$

Table 7

The summary of the data description for the experimental and control group

Notes	Experimental Group	Control Group
N	30	30
X	77	69
R-n	66-90	60-80
Me	80	70
Mo	80	70
SD	1,213	1,083
SD²	1,471	1,172

Notes:

N = Number of Sample

R-n = range of score

X = Mean

Me = Median

Mo = Modus

SD = Deviation Standard

$SD^2 = \text{Variant}$

To found the combination variant of two groups, the writer uses formula as follows:

$$\begin{aligned}
 S^2 &= \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1+n_2-2} \\
 &= \frac{(30-1)1,471 + (30-1)1,172}{30+30-2} \\
 &= \frac{42,659 + 33,988}{58} \\
 &= \frac{76,647}{58} \\
 &= 1,321
 \end{aligned}$$

Since the value of united variant of group 1 and 2 is 1,321 thus value of united standard deviation (S) is $\sqrt{1,321} = 1.149$ then the writer tested data by using t-test. The formula of t-test as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{80 - 70}{1,012 \sqrt{\frac{1}{30} + \frac{1}{30}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{10}{1,149\sqrt{2/30}} \\
&= \frac{11}{1,149 \times 0,258} \\
&= \frac{10}{0,296} = \frac{1,0}{0,296} \\
&= 3,378
\end{aligned}$$

Based on the counting by means of t-test above, it can be known that t-ratio is 3,378. Then to count t-table, it can be counted by df (degree of freedom), that is:

$$\begin{aligned}
Dk &= (N1+N2) - 2 \\
&= (30+30) - 2 \\
&= 58
\end{aligned}$$

After counting the t-test above, the result of t-test is 3,378, the writer consults to table with N= 30, 5% significant and degree of freedom of 58, the writer found that t-table is 1,645. It proves that the result of the t-test is higher than t-table ($3,378 > 1,645$). So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

C. Discussion Data Analysis

From the computation above, the result of computing t-test value is 3,378. From the table of significant 5% with df $30+30-2=58$, it showed table value is 1,645.

Based on the data above, it knew that using standard significance (real) 5% or it showed $(3,378 > 1,645)$. It means null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted, because to gets higher result than t-table $(3,378 > 1,645)$. It means that there is a positive effect toward students' reading comprehension of the second grade students of SMP Negeri 3 Songgom. Moreover, it means that Inquiry-Based Learning Strategy gave a positive effect on students' reading comprehension.

From the result above, the t-test is higher than t-table $(3,378 > 1,645)$. As a result, null hypothesis is refused and this research hypothesis is accepted. It is concluded that there was significant difference between students' reading comprehension using Inquiry-Based Learning Strategy. It means Inquiry-Based Learning Strategy gives positive effect on students' reading comprehension to the second grade students of SMP Negeri 3 Songgom in Academic Year 2018/2019.

Based on the application of Inquiry-Based Learning Strategy, the writer concludes that the step of Inquiry-Based Learning Strategy gives positive effect towards students' reading comprehension.

At the treatment the writer found some problems in there, they are some students lack of vocabulary, feel bored when the teacher ask students to

read. Condition of the class was difficult when the writer made group for the students and the situation crowded. For the last is, the students sometimes forgot to bring dictionary.

The writer did post-test after the writer finished did all treatments. The purpose of post-test is to measure the students' reading comprehension. The writer can state that Inquiry-Based Learning Strategy gives positive effect to the students reading comprehension to the second grade students of SMP Negeri 3 Songgom in academic year of 2018/2019.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestion of the research, based on the research findings and discussion in the previous chapter.

A. Conclusion

Based on the result of data analysis that has been tested, it is found out that at the significant level of 5% the comparison showed that the t-test is higher than t-table ($3,378 > 1,645$). It proves that there is positive effect on reading Comprehension between students who are taught by Inquiry-Based Learning Strategy and students who are taught without Inquiry-Based Learning Strategy.

B. Suggestion

After doing the research about the effect of using Inquiry-Based Learning Strategy on Students' Reading Comprehension of the second grade students of junior high school, the writer has some suggestion:

1. For the Teacher

There are a lot of strategies in teaching reading that can be used by teacher. One of them is Inquiry-Based Learning Strategy. This strategy can be applied in learning reading effectively. As the teacher, of course should be creative to choose and use effective and suitable strategy in teaching and learning reading in order to make students easy to understanding the material and they feel enjoy and interested in the process learning, so the aims of the learning process can be reached successfully.

2. For the Students

For the students who are taught using Inquiry-Based Learning Strategy, they got more knowledge. This strategy can help the students to understand about the material in reading learning process. Not only that, this strategy can motivate the students because the procedure of this strategy guide the students comprehending the material in detail.

3. For the Other Researchers

The result of this research showed that Inquiry-Based Learning Strategy is effective on students' Reading Comprehension, especially in Narrative text. So, for the other researchers who are going to conduct an experimental research, hopefully it can be used as a reference and be an alternative source and guidance in conducting the same study to obtain a better result.

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APPENDICES

APPENDIX 1

STUDENTS LIST OF TRY OUT GROUP (VIII D)

No	NAME	Gender
1	AHMAD DIKI	Male
2	ANDRY PRATAMA	Male
3	ARI FIRGIYANSYAH	Male
4	DIAN AYU LESTARI	Female
5	DINI MINANTI	Female
6	DWI AGUS MIRANTI	Female
7	EKA ARDHINI C	Female
8	ERWIN GUNANJAR	Male
9	GALIH AJI	Male
10	HILMAN NAJIB	Male
11	INGGY DESTA AMELIA	Female
12	KHOERUN NADIP	Male
13	M. FAJAR ADITIA	Male
14	M. SATRIA WIBISONO	Male
15	MAYSARLA ANGGUN A	Female
16	MELA ISNAENI	Female
17	MOH YUSUF	Male
18	MONA LISA APRILIA	Female
19	NAYLA SULISTİYANI	Female
20	NAZWA MUCHTAZILLAH	Female
21	RAHAYU NINGSIH	Female
22	RINDI ANAH	Female
23	RISMA AYU NATASYA	Female
24	SADITA SATRIAWAN	Male
25	SALSABILA. R	Female
26	SARITI	Female
27	SILVI MELIYANI	Female
28	SINGGIH MAULANA	Male
29	SITI NURHIKMAH	Female
30	TEDI HARYONO	Male

APPENDIX 2

STUDENTS LIST OF EXPERIMENTAL GROUP (VIII A)

NO	NAME	Gender
1	ADI SETIAWAN	Male
2	ANGGI FATIKASARI	Female
3	ANGGUN MEILANI	Female
4	AYU WULANDARI	Female
5	DENOK	Female
6	DESSWITA ALAYSHA	Female
7	DINA MELIANA	Female
8	ELISAH	Female
9	FIKRI ALFARIS	Male
10	HENDRI SISWONO	Male
11	ILHAM ANGGATAMA	Male
12	IVAN INDRA PANGESTU	Male
13	KHOLIFATUN MAFUDOH	Female
14	LEHAN ABIMAYU	Male
15	M. IRGI MAULANA	Male
16	MIKO SHANTURI	Male
17	MOH. REGITO MAULANA	Male
18	NAELIANA ZAHRA	Female
19	NUR INDRI	Female
20	PRIDAH MULYANA	Female
21	RIDO ANWAR	Male
22	RIFKY AHMAD MUZAKI	Male
23	ROIS PRABOWO	Male
24	SARAH NOVI AKHWANTI	Female
25	SIGIT HARDIYANTO	Male
26	SISKA DELA PUSPITA	Female
27	SITI LUTPIATUL NAPI'AH	Female
28	SRI NURJANAH	Female
29	SUGIARTO	Male
30	TEGUH INDRA PRATAMA	Male

APPENDIX 3**STUDENTS LIST OF CONTROL GROUP (VIII E)**

NO	NAME	Gender
1	AHMAD DIKI	Male
2	ANDRY PRATAMA	Male
3	ARI FIRGIYANSYAH	Male
4	DIAN AYU LESTARI	Female
5	DINI MINANTI	Female
6	DWI AGUS MIRANTI	Female
7	EKA ARDHINI C	Female
8	ERWIN GUNANJAR	Male
9	GALIH AJI	Male
10	HILMAN NAJIB	Male
11	INGGY DESTA AMELIA	Female
12	KHOERUN NADIP	Male
13	M. FAJAR ADITIA	Male
14	M. Satria Wibisono	Male
15	MAYSARLA ANGGUN A	Female
16	MELA ISNAENI	Female
17	MOH YUSUF	Male
18	MONA LISA APRILIA	Female
19	NAYLA SULISTYANI	Female
20	NAZWA MUCHTAZILL	Female
21	RAHAYU NINGSIH	Female
22	RINDI ANAH	Female
23	RISMA AYU NATASYA	Female
24	SADITA SATRIAWAN	Male
25	SALSABILA R	Female
26	SARITI	Female
27	SILVI MELIYANI	Female
28	SINGGIH MAULANA	Male
29	SITI NURHIKMAH	Female
30	TEDI HARYONO	Male

Appendix 4

Instruments of Try Out

Skill	: Reading
Topic	: Narrative Text
Grade	: 8 th grade of Junior High School
School	: SMP N 3 Songgom
Time	: 90 Minutes
No. Items	: 40 Items

Read the following text.

Choose the correct answer by crossing (X) in A, B, C, D or E.

The question numbers 1-4 are based on the story below.

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran

through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a

big stone. Then he threw the wolf into the river.

1. What is the story about?
 - A. A kind wolf who wants to help little riding hood
 - B. A little riding hood meet wolf
 - C. Grandma asked wolf to take little riding hood
 - D. A bad wolf who wants to eat little riding hood and grandma
 - E. None of the option is right
2. Why did little riding hood do not realize the wolf who in disguise as her grandma?
 - A. Because she was blind
 - B. Because she was daft
 - C. Because the wolf was kind
 - D. Because the wolf wore little riding hood's clothes
 - E. Because the wolf wore grandma's clothes
3. Who did save little riding hood and her grandma from the wolf?
 - A. The woodcutter
 - B. The stranger
 - C. The grandfather
 - D. The little riding hood's mother
 - E. The little riding hood's father

4. What is the moral value of the story?

- A. Don't be greedy
- B. Don't believe in stranger
- C. Don't use riding hood
- D. Don't go to Grandma's house
- E. Don't sleep in the river

The question numbers 5-8 are based on the story below.

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse

happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. What type of the text is used by the writer?
 - A. **Narrative**
 - B. Report
 - C. Anecdote
 - D. Comparative
 - E. News item
6. To tell the plot, the writer uses...
 - A. A rhetorical question and an exclamation
 - B. Time sequences
 - C. Contrastive evidences
 - D. **Past tense**
 - E. Concessive conjunctions
7. What the purpose of the text?
 - A. To retell the experience
 - B. To make something
 - C. **To entertain the readers.**
 - D. To give some information about something
 - E. To present at least two points of view about an issue

8. What the moral value of the text?
 - A. Don't look at someone because of his clothes.
 - B. It is best for prepare for the days of necessity.
 - C. Common people may prove great ones
 - D. United we stand, divided we fall
 - E. Honestly begins at home

The question numbers 9-12 are based on the story below.

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said," Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come

and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!” “Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit.

“Oho,” the lion said. “Didn’t you mention me to him?”

“Yes, indeed, “the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”

The lion flew into a rage and roared, “Where is he? Where is he?”

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, “He is down there, in the well.”

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and

his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

9. Who do you think of animal in the well?

- A. The image of the lion himself
- B. A stronger animal
- C. Another lion
- D. **His neighbor**
- E. She lived on the street

10. The lion was proud of his...

- A. Hair
- B. Eyes
- C. **Teeth**
- D. Paws
- E. Strenght

11. What we can learn from the story?

- A. Be a good neighbor
- B. **Dont be so arrogant**
- C. We must help each other
- D. An enemy can be a good friends
- E. A friend in need is a friend indeed

12. The organization of the text above is.....
- A. Abstract, orientation, crisis, incident, coda
 - B. Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - C. **Orientation, major complication, resolution, complication, resolution, complication, major complication**
 - D. Description, background events, sources
 - E. Orientation, event, event, event

The question numbers 13-16 are based on the story below.

The Legend of AjiSaka

In the Kingdom of MedangKamulan, in Java, came a young when man, by the name of AjiSaka to fight DewataCengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. AjiSaka himself he came from BumiMajeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except AjiSaka himself not a allowed to take the Pusoko. In the big battle, AjiSaka could successfully push DewataCengkar to fall to the South Sea. DewataCengkar did not die, he became a BajulPutih (White Crocodile). AjiSaka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said : “I’m the son AjiSaka, bring me to him”.

AjiSaka told the snake, that he would be recognized as his son, if the could kll the BajulPutih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as AjiSaka's son and he was given a name JakaLinglung (a stupid boy).

In the palace JakaLinglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of JakaLinglung.

13. Who was DewataCengkar ?

- A. a young wise man
- B. The cruel king
- C. White crocodile
- D. BajulPutih

E. Jakalinglung

14. Where did the woman put the egg ?

- A. In a rice barn
- B. In the south sea
- C. In the palace
- D. In the jungle of pesanga
- E. Inside the cave

15. Where did AjiSaka come from ?

- A. MedangKamulan
- B. South Sea
- C. Jungle of Pesanga
- D. BumiMajeti
- E. Dadapan Village

16. Why did the king punish Jakalinglungto live in the jungle of Pesanga? Because....

- A. Jakalinglung greedily ate human flesh of the village
- B. Jakalinglung greedily ate domestic pets of the palace
- C. Jakalinglung put the egg in the rice born
- D. Jakalinglung could kill BajulPutih
- E. Jakalinglung pushed DewataCengkor to fall to the Sout sea

The question numbers 17-21 are based on the story below.

Sang Prabu

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess TejaNirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess TejaNirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

17. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was a father of his only daughter
 - B. Sang Prabu was a king of a kingdom in West Java
 - C. **Sang Prabu was taken to Kahyangan by a wicked fairy**
 - D. Sang Prabu was a wise man
 - E. Sang Prabu didn't have a son

18. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan
 - B. She didn't want Raden Prabu marry the princess
 - C. She wanted TejaNirmala to forget about her wedding
 - D. **She didn't want the prince of Blambangan marry the princess**
 - E. She didn't want the prince of Blambangan feel love with her.

19. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- A. Princess Segara will have married with Raden Begawan
 - B. Sang Prabu will not hold strength competition
 - C. Raden Begawan will not die
 - D. TejaNirmala will stay in the Kahyangan
 - E. **Wicked Fairy will not take Raden Begawan's life**
20. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- A. The wicked fairy
 - B. The nice fairy
 - C. **Princess Nirmala**
 - D. Prince Teja
 - E. The prince of Blambangan
21. The similarity between fairy and human according to the text.
- A. The place they live
 - B. **The jealousy that they posses**
 - C. The way they don't feel a love

- D. The strength they have
- E. Their life that is immortal

The question numbers 22-30 are based on the story below.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "Please eat my own son instead." Then, she put her baby son on the

ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

22. What separated between one village to another a long time ago in the New Territories?
- Another village
 - Mountains
 - Forests
 - Hills ve. Towers and logs
 - House
23. Who walked in front when they were in the forest ?
- Ah Tim
 - The woman
 - The woman's son
 - Her brother's nephew
 - The baby and his mother
24. How could the wolves catch Ah Tim ?
- He was afraid
 - He was stumbled by a stone
 - He ran slowly
 - The woman cried
 - The wolves were good runners
25. The woman gave her son to the wolves because...
- She loved her nephew than her son
 - She thought about how her brother would be
 - She wanted her son was eaten by the wolves
 - She was crazy
 - She kept a grudge on his brother
26. What did the villagers bring sticks for?
- For the weapon to beat the wolves
 - To bring the woman's nephew
 - For the fire woods
 - For play
 - For building a house for the woman.

27. “ all men in the village fetched thick stick ... “ the word “ fetched” has a similar meaning to :
- Received
 - Caught
 - Got
 - Hit
 - Lifted
28. From the passage we learn that the villages were....
- Located in one huge area
 - Situated in a large district
 - Separated by untamed jungles
 - Wild and unsafe
 - Dark and very dangerous
29. The brother let her son go with his aunt as she left home because
- Ah Tim wanted to see the wolves
 - His aunt wanted him to come long
 - Ah Tim was bored to live with his parents
 - The baby was too cute to be alone
 - Ah Tim would be a guardian for them
30. What is the purpose of the writer by writing the story above?
- To describe the danger of the villages
 - To entertain the readers of the story
 - To tell the villagers’ relationship
 - To explain how important a relative is
 - To narrate how the wolves were playing with the baby.

The question numbers 31-33are based on the story below

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

31. What can we get from the story?
- A. We have to save ourselves
 - B. We have to learn how to climb
 - C. Bear will not harm a dead man
 - D. True friend always stand by us in ups and downs
 - E. We have to save the bear
32. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
- A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree
 - E. The Bear's friend
33. Where do you think the story happened?
- A. In the river
 - B. In the park

- C. In the woods
- D. In the zoo
- E. In the Forest

The question numbers 34-35 are based on the story below

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

34. The story is about a stepmother who...

- A. Cried every night
- B. Planned to eat her children
- C. Begged a witch for money
- D. Tried to run away from a witch
- E. Saved her children from a witch

35. “The witch fell into the oven and the stepmother shut the door.”

(Paragraph 4)

The underlined word can be replaced by the word

- A. Closed
- B. Opened
- C. Painted
- D. Marked
- E. Polished

The question numbers 36-40 are based on the story below.

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant’s chief and request him to guide his herd through another route. On hearing the sad story, the elephant’s king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephants of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat’s king immediately took his entire group of rats and they cut the nets which had trapped the elephant’s herd. The elephant’s herd was totally set free. They danced with joy and thanked the rats.

36. What destroyed the homes of all rats?
- A. Group of mice did.
 - B. The hunters did.
 - C. Elephant hunters did.
 - D. A group of elephants did
 - E. Elephant's herd did.
37. What helped the elephant's herd free?
- A. The elephant's herd did.
 - B. The hunter did.
 - C. A trapped elephant did.
 - D. A group of kings did.
 - E. Entire group of rats did.
38. When did the story occur?
- A. Deep in the writer's mind
 - B. In the jungle
 - C. In the black forest
 - D. In the home of mice group
 - E. In the nests which had trapped the elephant's herd
39. At the end of the story, how was the elephants' herd?
- A. Angry
 - B. Sad
 - C. Happy
 - D. Dead
 - E. Disappointed
40. The word "summoned" means..
- A. Ordered to come
 - B. Asked to do
 - C. Offered to come
 - D. Got to make
 - E. Forced to do

Appendix 5**Key Answer of Try Out**

1. D	11. B	21. B	31. D
2. D	12. C	22. C	32. A
3. A	13. B	23. A	33. C
4. B	14. A	24. B	34. E
5. A	15. D	25. B	35. A
6. B	16. B	26. A	36. A
7. C	17. C	27. C	37. E
8. C	18. D	28. C	38. B
9. A	19. E	29. E	39. C
10. E	20. C	30. B	40. A

Appendix 6

Instruments of Post-Test

Skill	: Reading
Topic	: Narrative Text
Grade	: 8 th grade of Junior High School
School	: SMP N 3 Songgom
Time	: 90 Minutes
No. Items	: 40 Items

Read the following text.

Choose the correct answer by crossing (X) in A, B, C, D or E.

The question numbers 1-8 are based on the story below.

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help

him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

1. What type of the text is used by the writer?

- A. **Narrative**
- B. Report

- C. Anecdote
 - D. Comparative
 - E. News item
2. To tell the plot, the writer uses...
 - A. A rhetorical question and an exclamation
 - B. Time sequences
 - C. Contrastive evidences
 - D. **Past tense**
 - E. Concessive conjunctions
 3. What the purpose of the text?
 - A. To retell the experience
 - B. To make something
 - C. **To entertain the readers.**
 - D. To give some information about something
 - E. To present at least two points of view about an issue
 4. What the moral value of the text?
 - A. Don't look at someone because of his clothes.
 - B. It is best for prepare for the days of necessity.
 - C. Common people may prove great ones
 - D. United we stand, divided we fall
 - E. Honestly begins at home

The question numbers 5-8 are based on the story below.

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed, "the rabbit replied. "But it would have been better if I hadn't. When I described

how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?"

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

5. Who do you think of animal in the well?
 - A. The image of the lion himself
 - B. A stronger animal
 - C. Another lion
 - D. **His neighbor**
 - E. She lived on the street
6. The lion was proud of his...
 - A. Hair
 - B. Eyes
 - C. **Teeth**
 - D. Paws
 - E. Strenght
7. What we can learn from the story?
 - A. Be a good neighbor
 - B. **Dont be so arrogant**
 - C. We must help each other
 - D. An enemy can be a good friends
 - E. A friend in need is a friend indeed
8. The organization of the text above is.....
 - A. Abstract, orientation, crisis, incident, coda
 - B. Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - C. **Orientation, major complication, resolution, complication, resolution, complication, major complication**
 - D. Description, background events, sources

E. Orientation, event, event,
event

**The question numbers 9-12 are
based on the story below**

The Legend of AjiSaka

In the Kingdom of MedangKamulan, in Java, came a young when man, by the name of AjiSaka to fight DewataCengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. AjiSaka himself he came from BumiMajeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except AjiSaka himself not a allowed to take the Pusoko. In the big battle, AjiSaka could successfully push DewataCengkar to fall to the South Sea. DewataCengkar did not die, he became a BajulPutih (White Crocodile). AjiSaka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung

(Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said : “I’m the son AjiSaka, bring me to him”.

AjiSaka told the snake, that he would be recognized as his son, if he could kll the BajulPutih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as AjiSaka’s son and he was given a name JakaLinglung (a stupid boy).

In the palace JakaLinglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8

(eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of JakaLinglung.

9. Who was DewataCengkar ?

- A. a young wise man
- B. The cruel king
- C. White crocodile
- D. BajulPutih
- E. Jakalinglung

10. Where did the woman put the egg?

- A. In a rice barn
- B. In the south sea
- C. In the palace
- D. In the jungle of pesanga
- E. Inside the cave

11. Where did AjiSaka come from ?

- A. MedangKamulan
- B. South Sea
- C. Jungle of Pesanga
- D. BumiMajeti
- E. Dadapan Village

12. Why did the king punish Jakalinglungto live in the jungle of Pesanga? Because....

A. Jakalinglung greedily ate human flesh of the village

B. Jakalinglung greedily ate domestic pets of the palace

C. Jakalinglung put the egg in the rice born

D. Jakalinglung could kill BajulPutih

E. Jakalinglung pushed DewataCengkor to fall to the Sout sea

The question numbers 13-17are based on the story below.

Sang Prabu

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess TejaNirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in

love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess TejaNirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

13. Which one of the following statements is false about Sang Prabu?
- Sang Prabu was a father of his only daughter
 - Sang Prabu was a king of a kingdom in West Java
 - Sang Prabu was taken to Kahyangan by a wicked fairy**
 - Sang Prabu was a wise man
 - Sang Prabu didn't have a son
14. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan
 - She didn't want Raden Prabu marry the princess
 - She wanted TejaNirmala to forget about her wedding
 - She didn't want the prince of Blambangan marry the princess**
 - She didn't want the prince of Blambangan feel love with her
15. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Segara will have married with Raden Begawan
 - Sang Prabu will not hold strength competition
 - Raden Begawan will not die
 - TejaNirmala will stay in the Kahyangan
 - Wicked Fairy will not take Raden Begawan's life**
16. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
 - The nice fairy
 - Princess Nirmala**

- D. Prince Teja
 - E. The prince of Blambangan
17. The similarity between fairy and human according to the text.
- A. The place they live
 - B. The jealousy that they posses**
 - C. The way they don't feel a love
 - D. The strength they have
 - E. Their life that is immortal

The question numbers 18-26 are based on the story below.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were

in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "Please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

18. What separated between one village to another a long time ago in the New Territories?
- A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills ve. Towers and logs
 - E. House

19. Who walked in front when they were in the forest ?
- Ah Tim
 - The woman
 - The woman's son
 - Her brother's nephew
 - The baby and his mother
20. How could the wolves catch Ah Tim ?
- He was afraid
 - He was stumbled by a stone
 - He ran slowly
 - The woman cried
 - The wolves were good runners
21. The woman gave her son to the wolves because...
- She loved her nephew than her son
 - She thought about how her brother would be
 - She wanted her son was eaten by the wolves
 - She was crazy
 - She kept a grudge on his brother
22. What did the villagers bring sticks for?
- For the weapon to beat the wolves
 - To bring the woman's nephew
 - For the fire woods
 - For play
 - For building a house for the woman.
23. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :
- Received
 - Caught
 - Got
 - Hit
 - Lifted
24. From the passage we learn that the villages were....
- Located in one huge area
 - Situated in a large district
 - Separated by untamed jungles
 - Wild and unsafe
 - Dark and very dangerous
25. The brother let her son go with his aunt as she left home because
- Ah Tim wanted to see the wolves
 - His aunt wanted him to come long

- C. Ah Tim was bored to live with his parents
 - D. The baby was too cute to be alone
 - E. Ah Tim would be a guardian for them
26. What is the purpose of the writer by writing the story above?
- A. To describe the danger of the villages
 - B. To entertain the readers of the story
 - C. To tell the villagers' relationship
 - D. To explain how important a relative is
 - E. To narrate how the wolves were playing with the baby.

The question numbers 27-29 are based on the story below.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends

at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

27. What can we get from the story?
- A. We have to save ourselves
 - B. We have to learn how to climb
 - C. Bear will not harm a dead man
 - D. True friend always stand by us in ups and downs
 - E. We have to save the bear
28. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
- A. The bear
 - B. The dead man
 - C. The friend who cannot climb

- D. The friend who climb the tree
 - E. The Bear's friend
29. Where do you think the story happened?
- A. In the river
 - B. In the park
 - C. In the woods
 - D. In the zoo
 - E. In the Forest

The question numbers 30-33 are based on the story below.

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then

wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

30. What is the story about?
- A. A kind wolf who wants to help little riding hood
 - B. A little riding hood meet wolf
 - C. Grandma asked wolf to take little riding hood
 - D. A bad wolf who wants to eat little riding hood and grandma
 - E. None of the option is right
31. Why did little riding hood do not realize the wolf who in disguise as her grandma?

- A. Because she was blind
 - B. Because she was daft
 - C. Because the wolf was kind
 - D. Because the wolf wore little riding hood's clothes
 - E. Because the wolf wore grandma's clothes
32. Who did save little riding hood and her grandma from the wolf?
- A. The woodcutter
 - B. The stranger
 - C. The grandfather
 - D. The little riding hood's mother
 - E. The little riding hood's father
33. What is the moral value of the story?
- A. Don't be greedy
 - B. Don't believe in stranger
 - C. Don't use riding hood
 - D. Don't go to Grandma's house
 - E. Don't sleep in the river

The question numbers 34-38 are based on the story below.

Once upon a time, there lived a group mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

34. What destroyed the homes of all rats?
- A. Group of mice did.
 - B. The hunters did.
 - C. Elephant hunters did.
 - D. A group of elephants did
 - E. Elephant's herd did.

35. What helped the elephant's herd free?
- The elephant's herd did.
 - The hunter did.
 - A trapped elephant did.
 - A group of kings did.
 - Entire group of rats did.
36. When did the story occur?
- Deep in the writer's mind
 - In the jungle
 - In the black forest
 - In the home of mice group
 - In the nests which had trapped the elephant's herd
40. At the end of the story, how was the elephants' herd?
- Angry
 - Sad
 - Happy
 - Dead
 - Disappointed
38. The word "summoned" means
- Ordered to come
 - Asked to do
 - Offered to come
 - Got to make
 - Forced to do

The question numbers 39-40 are based on the story below.

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me

take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

39. The story is about a stepmother who...

- A. Cried every night
- B. Planned to eat her children
- C. Begged a witch for money
- D. Tried to run away from a witch
- E. Saved her children from a witch

40. "The witch fell into the oven and the stepmother shut the door."

(Paragraph 4)

The underlined word can be replaced by the word

- A. Closed
- B. Opened
- C. Painted
- D. Marked
- E. Polished

Appendix 7**Key Answer of Post-Test**

1. A	11. D	21. B	31. D
2. B	12. B	22. A	32. A
3. C	13. C	23. C	33. B
4. C	14. D	24. C	34. D
5. A	15. E	25. E	35. E
6. E	16. C	26. B	36. B
7. B	17. B	27. D	37. C
8. C	18. C	28. A	38. A
9. B	19. A	29. C	39. E
10. A	20. B	30. D	40. A

APPENDIX 8

THE DATA OF INSTRUMENT VALIDITY

NO	NAME	x	Y	x2	y2	xy
1	AHMAD DIKI	80	80	6400	6400	6400
2	ANDRY PRATAMA	80	80	6400	6400	6400
3	ARI FIRGIYANSYAH	60	70	3600	4900	4200
4	DIAN AYU LESTARI	70	90	4900	8100	6300
5	DINI MINANTI	60	70	3600	4900	4200
6	DWI AGUS MIRANTI	70	90	4900	8100	6300
7	EKA ARDHINI C	80	80	6400	6400	6400
8	ERWIN GUNANJAR	60	70	3600	4900	4200
9	GALIH AJI	60	90	3600	8100	5400
10	HILMAN NAJIB	80	90	6400	8100	7200
11	INGGY DESTA AMELIA	80	90	6400	8100	7200
12	KHOERUN NADIP	70	90	4900	8100	6300
13	M. FAJAR ADITIA	60	80	3600	6400	4800
14	M. SATRIA WIBISONO	80	90	6400	8100	7200
15	MAYSARLA ANGGUN A	70	60	4900	3600	4200
16	MELA ISNAENI	60	90	3600	8100	5400
17	MOH YUSUF	80	90	6400	8100	7200
18	MONA LISA APRILIA	60	80	3600	6400	4800
19	NAYLA SULISTIYANI	60	90	3600	8100	5400
20	NAZWA MUCHTAZILLAH	60	60	3600	3600	3600
21	RAHAYU NINGSIH	60	70	3600	4900	4200
22	RINDI ANAH	70	90	4900	8100	6300
23	RISMA AYU NATASYA	70	90	4900	8100	6300
24	SADITA SATRIAWAN	60	90	3600	8100	5400
25	SALSABILA. R	60	70	3600	4900	4200
26	SARITI	70	90	4900	8100	6300
27	SILVI MELIYANI	70	90	4900	8100	6300
28	SINGGIH MAULANA	50	70	2500	4900	3500
29	SITI NURHIKMAH	70	90	4900	8100	6300
30	TEDI HARYONO	70	90	4900	8100	6300
		2030	2470	139500	206300	168200

APPENDIX 9

THE DATA OF INSTRUMENT RELIABILITY

NO	NAME	total score	x	y	x ²	y ²	xy
1	AHMAD DIKI	30	15	15	225	225	225
2	ANDRY PRATAMA	30	16	15	256	225	240
3	ARI FIRGIYANSYAH	20	15	5	225	25	75
4	DIAN AYU LESTARI	25	14	11	196	121	154
5	DINI MINANTI	20	9	11	81	121	99
6	DWI AGUS MIRANTI	25	13	12	169	144	156
7	EKA ARDHINI C	30	17	13	289	169	221
8	ERWIN GUNANJAR	20	13	7	169	49	91
9	GALIH AJI	20	13	7	169	49	91
10	HILMAN NAJIB	30	13	17	169	289	221
11	INGGY DESTA AMELIA	30	13	17	169	289	221
12	KHOERUN NADIP	25	13	12	169	144	156
13	M. FAJAR ADITIA	20	14	6	196	36	84
14	M. SATRIA WIBISONO	30	16	14	256	196	224
15	MAYSARLA ANGGUN A	25	14	11	196	121	154
16	MELA ISNAENI	20	12	8	144	64	96
17	MOH YUSUF	30	15	15	225	225	225
18	MONA LISA APRILIA	20	11	9	121	81	99
19	NAYLA SULISTIYANI	20	13	9	169	81	117
20	NAZWA. M	20	13	7	169	49	91
21	RAHAYU NINGSIH	20	13	7	169	49	91
22	RINDI ANAH	25	13	12	169	144	156
23	RISMA AYU NATASYA	25	15	10	225	100	150
24	SADITA SATRIAWAN	20	13	7	169	49	91
25	SALSABILA.R	20	12	8	144	64	96
26	SARITI	25	17	8	289	64	136
27	SILVI MELIYANI	25	15	10	225	100	150
28	SINGGIH MAULANA	15	14	1	196	1	14
29	SITI NURHIKMAH	25	13	12	169	144	156
30	TEDI HARYONO	25	13	12	169	144	156
			410	308	5686	3562	4236

Appendix 10

The Score of Try Out Group (VIII A)

No	Name	score
1	AHMAD DIKI	80
2	ANDRY PRATAMA	80
3	ARI FIRGIYANSYAH	60
4	DIAN AYU LESTARI	70
5	DINI MINANTI	60
6	DWI AGUS MIRANTI	70
7	EKA ARDHINI C	80
8	ERWIN GUNANJAR	60
9	GALIH AJI	60
10	HILMAN NAJIB	80
11	INGGY DESTA AMELIA	80
12	KHOERUN NADIP	70
13	M. FAJAR ADITIA	60
14	M. Satria WIBISONO	80
15	MAYSARLA ANGGUN A	70
16	MELA ISNAENI	60
17	MOH YUSUF	80
18	MONA LISA APRILIA	60
19	NAYLA SULISTIYANI	60
20	NAZWA MUCHTAZILLAH	60
21	RAHAYU NINGSIH	60
22	RINDI ANAH	70
23	RISMA AYU NATASYA	70
24	SADITA SATRIAWAN	60
25	SALSABILA R	60
26	SARITI	70
27	SILVI MELIYANI	70
28	SINGGIH MAULANA	50
29	SITI NURHIKMAH	70
30	TEDI HARYONO	70
		2030

Appendix 11

The Score of Post-Test Experimental Group (VIII A)

NO	NAME	SCORE
1	ADI SETIAWAN	66
2	ANGGI FATIKASARI	68
3	ANGGUN MEILANI	68
4	AYU WULANDARI	68
5	DENOK	70
6	DESSWITA ALAYSHA ZAHIRA	70
7	DINA MELIANA	70
8	ELISAH	72
9	FIKRI ALFARIS	72
10	HENDRI SISWONO	72
11	ILHAM ANGGATAMA C	74
12	IVAN INDRA PANGESTU	74
13	KHOLIFATUN MAFUDOH	76
14	LEHAN ABIMAYU	76
15	M. IRGI MAULANA	80
16	MIKO SHANTURI	80
17	MOH. REGITO MAULANA	80
18	NAELIANA ZAHRA	80
19	NUR INDRI	80
20	PRIDAH MULYANA	80
21	RIDO ANWAR	80
22	RIFKY AHMAD MUZAKI	80
23	ROIS PRABOWO	80
24	SARAH NOVI AKHWANTI	82
25	SIGIT HARDIYANTO	82
26	SISKA DELA PUSPITA	84
27	SITI LUTPIATUL NAPI'AH	86
28	SRI NURJANAH	86
29	SUGIARTO	88
30	TEGUH INDRA PRATAMA	90

Appendix 12

The Score Post-Test of Control Group (VIII E)

No	Name	Score
1	AHMAD DIKI	60
2	ANDRY PRATAMA	60
3	ARI FIRGIYANSYAH	60
4	DIAN AYU LESTARI	60
5	DINI MINANTI	62
6	DWI AGUS MIRANTI	64
7	EKA ARDHINI C	64
8	ERWIN GUNANJAR	66
9	GALIH AJI	66
10	HILMAN NAJIB	70
11	INGGY DESTA AMELIA	70
12	KHOERUN NADIP	70
13	M. FAJAR ADITIA	70
14	M. SATRIA WIBISONO	70
15	MAYSARLA ANGGUN A	70
16	MELA ISNAENI	70
17	MOH YUSUF	70
18	MONA LISA APRILIA	70
19	NAYLA SULISTIYANI	70
20	NAZWA	70
21	RAHAYU NINGSIH	70
22	RINDI ANAH	72
23	RISMA AYU NATASYA	74
24	SADITA SATRIAWAN	74
25	SALSABILA	75
26	SARITI	75
27	SILVI MELIYANI	78
28	SINGGIH MAULANA	78
29	SITI NURHIKMAH	80
30	TEDI HARYONO	80

Appendix 13

Table of Deviation Standard of Experimental Group

No	Score (x_1)	Deviation of Mean ($x_1 - \bar{X}$)	Deviation of Quadrate Mean ($x_1 - \bar{X}$) ²
1	66	-11	121
2	68	-9	81
3	68	-9	81
4	68	-9	81
5	70	-7	49
6	70	-7	49
7	70	-7	49
8	72	-5	25
9	72	-5	25
10	72	-5	25
11	74	-3	9
12	74	-3	9
13	76	-1	1
14	76	-1	1
15	80	3	9
16	80	3	9
17	80	3	9
18	80	3	9
19	80	3	9
20	80	3	9
21	80	3	9
22	80	3	9
23	80	3	9
24	82	5	25
25	82	5	25
26	84	7	49
27	86	9	81
28	86	9	81
29	88	11	121
30	90	13	169
	77.1		1238

Appendix 14

Table of Deviation Standard of Control Group (VIII E)

No	Score (x_1)	Deviation of Mean ($x_1 - \bar{X}$)	Deviation of Quadrate Mean ($x_1 - \bar{X}$) ²
1	60	-9	81
2	60	-9	81
3	60	-9	81
4	60	-9	81
5	62	-7	49
6	64	-5	25
7	64	-5	25
8	66	-3	9
9	66	-3	9
10	70	1	1
11	70	1	1
12	70	1	1
13	70	1	1
14	70	1	1
15	70	1	1
16	70	1	1
17	70	1	1
18	70	1	1
19	70	1	1
20	70	1	1
21	70	1	1
22	72	3	9
23	74	5	25
24	74	5	25
25	75	6	36
26	75	6	36
27	78	9	81
28	78	9	81
29	80	11	121
30	80	11	121
	69.6		988

APPENDIX 15**Syllabus****Mata Pelajaran : Bahasa Inggris****Kelas : VIII****Kompetensi Inti:**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	W A K T U	SUMBER BELAJAR
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KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	WAKTU	SUMBER BELAJAR
<p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya .</p>	<p>Teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang</p> <p><i>Struktur teks</i></p> <p>a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan cerita/ menonton beberapa tayangan fabel berdasarkan konteks yang sesuai • <i>Siswa membaca untuk memahami</i> berbagai informasi , makna dan pesan moral dalam fabel (dengan pengucapan dan intonasi yang baik) 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks naratif berbentuk fabel • Tingkat kelengkapan dan keruntutan struktur teks naratif berbentuk fabel • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	WAKTU	SUMBER BELAJAR
	<p>tokohnya</p> <p>b. Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>c. Komplikasi: muncul krisis</p> <p>d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense</p> <p>(2) Kalimat langsung dan tidak</p>	<ul style="list-style-type: none"> Siswa berlatih menentukan informasi rinci <p>Menanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai fabel, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh- 	<p>intonasi</p> <p>CARA PENILAIAN:</p> <p>Tes lisan</p> <ul style="list-style-type: none"> Siswa menjawab pertanyaan secara lisan berdasarkan Siswa menceritakan secara ringkas menggunakan bahasa Inggris cerita yang 		<ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet: <ul style="list-style-type: none"> ➤ www.dailyenglish.com ➤ http://americanenglish.state.gov/files/ae/resource_files ➤ http://learnenglish.britishcouncil

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	W A K T U	SUMBER BELAJAR
	<p>langsung</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara</p>	<p>contoh fabel dari berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi 	<p>didengar atau dibaca</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyampaikan cerita <p>Observasi:</p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk 		<p>org/en/</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	WAKTU	SUMBER BELAJAR
	<p>lisan.</p> <p><i>Topik</i></p> <p>Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>sosial, struktur teks dan unsur bahasa serta pesan moral yang terdapat dalam berbagai teks naratif berbentuk fabel.</p> <ul style="list-style-type: none"> • Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait 	<p>menyampaikan teks naratif berbentuk fabel yang pernah dibacanya/diketahui</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam 		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	W A K T U	SUMBER BELAJAR
		<p>Fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif berbentuk fabel</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa membacakan cerita fabel yang pernah dibacanya atau yang pernah didengarnya dengan ucapan, intonasi dan ekspresi dan performan yang baik <p>Siswa menulis jurnal</p>	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar yang mencerminkan hasil atau capaian belajar 		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	W A K T U	SUMBER BELAJAR
		<p>untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya</p>	<p>dalam menyampaikan cerita yang didengar atau dibaca</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Jurnal belajar</p>		

Appendix 16**Lesson Plan of Experimental Group****RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Satuan Pendidikan	: SMP NEGERI 3 SONGGOM
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 2
Pokok Bahasan	: Teks lisan dan tulis tentang Narrative Text
Alokasi Waktu	: 5 x 2 JP

A. Kompetensi Inti

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran ,damai),santun, responsif,dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam beinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan , menganalisis pengetahuan faktual, konseptual,prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah ,menalar , dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangandiri yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.8 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa Teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legendarakyat, sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legendarakyat, sederhana sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan pada Teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legendarakyat, sederhana sesuai dengan konteks penggunaannya.</p>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan Teks narrative, lisan dan tulis sederhana terkait legendarakyat.</p>	<p>4.8.1 Menyimak dan membaca teks Narrative lisan dan tulis, pendek dan sederhana terkait legendarakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.8.2 Menyusun teks Narrative lisan dan tulis, pendek dan sederhana terkait legendarakyat, sederhana dengan</p>

	<p>memperhatikan fungsi sosial , struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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C. Tujuan pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mahir menyusun dan mempresentasikan Teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legendarakyat, sederhanasesuaidengankontekspenggunaanya dengan sikap religiositas (beriman, bertaqwa, peduli lingkungan). Mandiri (percaya diri , disiplin , rasa ingin tahu, berpikir kritis , gotong royong (kerjasama) dan integritas (konsisten, jujur).

D. Materi Pembelajaran

Fakta : Teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkaitlegendarakyat, sederhanasesuaidengankontekspenggunaanya.

- **Fungsi sosial**

Mendapathiburan, menghibur, mengajarkannilai-nilailuhur, mengambil teladan.

- **Struktur teks**

Dapat mencangkup :

- Orientasi: berisitentangpengenalantokoh, tempatdanwaktuterjadinyacerita (*who, what, wheredan where*)
- Komplikasi: berisitentangpuncakkonflik/masalahdalamcerita
- Resolusi: pemecahanmasalah, bisaberakhirdengan*happy ending*maupunsad *ending*
- Orientasiulang

- **Unsur kebahasaan**

- Kalimat-kalimatdalam*simple past tense, pastcontinuous*, dsb.
- Kosa kata : terkaitkarakter,watak, dan setting dalamlegenda.
- Adverbia :penghubungdanpenunjukwaktu.
- Ucapan: tekanan kata,intonasi,ejaan,tanda baca dan tulisann tangan.

- **Topik**

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran presentasi

- Pendekatan : Saintifik
- Model : Inquiry-Based Learning
- Teknik : Tanya jawab (interview) Presentasi, Project

F. Media, Sumber / alat / bahan pembelajaran

1. Media / alat : Spidol, Papan tulis
2. Bahan : LKS dan Worksheet atau lembar kerja (siswa)
3. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas VIII SMP

G. Kegiatan Pembelajaran

Pertemuan ke-1

Langkah Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam/pembuka Apersepsi Motivasi Orientasi (tujuan pembelajaran, prosedur/strategi pembelajaran, penguatan karakter, visi lingkungan)	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa. Guru mengucapkan salam sebelum memulai pelajaran Guru mengecek persensi siswa Membangkitkan motivasi dan perhatian siswa Warming up. Guru menjelaskan	10'

		gambaran dan tujuan pembelajaran kepada peserta didik.	
Kegiatan Inti	Orientasi peserta didik kepada masalah	Guru menjelaskan tentang Narrative Text. Guru membacakan salah satu contoh dari Narrative text.	10'
	Mengorganisasi peserta didik.	Guru membagikan teks berbentuk Narrative Text kepada setiap peserta didik. Dengan topic "Toba-Lake"	5'
	Membimbing penyelidikan individu atau kelompok.	Guru memberi waktu kepada peserta didik untuk membaca teks yang dibagikan. Guru meminta peserta didik untuk mencatat vocabulary dari narrative teks yang diberikan.	45'
	Mengembangkan dan menyajikan hasil karya.	Guru meminta peserta didik untuk menemukan kata yang belum diketahui pada narrative teks tersebut. Peserta didik bertanya tentang hal yang belum dipahami..	10'

	Menganalisa dan mengevaluasi proses pemecahan masalah.	<p>Guru menyimpulkan tujuan daripada pembelajaran.</p> <p>Guru membahas soal bersama peserta didik</p> <p>Peserta didik mempresentasikan hasil jawaban mereka dengan cara menuliskan di papan didepan kelas dan mengoreksi bersama.</p>	5'
Kegiatan Penutup	<p>Review/simpulan</p> <p>Refleksi/umpan balik (Penguatan karakter dan kebangsaan, visi lingkungan)</p> <p>Tindak lanjut</p> <p>Rencana kegiatan berikutnya</p>	<p>Siswa mereview apa yang telah mereka pelajari.</p> <p>Guru memberikan umpan balik terhadap proses pembelajaran.</p> <p>Guru mengucapkan, "see you in the next meeting".</p>	5'

Pertemuan ke-2

Langkah Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam/pembuka</p> <p>Apersepsi</p>	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran	10'

	<p>Motivasi</p> <p>Orientasi (tujuan pembelajaran, prosedur/strategi pembelajaran, penguatan karakter, visi lingkungan)</p>	<p>seperti berdoa.</p> <p>Guru mengucapkan salam sebelum memulai pelajaran</p> <p>Guru mengecek persensi siswa</p> <p>Membangkitkan motivasidan perhatian siswa</p> <p>Warming up.</p> <p>Guru menjelaskan gambaran dan tujuan pembelajaran kepada peserta didik.</p>	
Kegiatan Inti	Orientasi peserta didik kepada masalah	Guru mengajukan pertanyaan terkait materi yang akan dipelajari.	10'
	Mengorganisasi peserta didik.	Guru membagikan teks berbentuk Narrative Text kepada setiap peserta didik. Dengan topic "Malin kundang"	5'
	Membimbing penyelidikan individu atau kelompok.	<p>Guru memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.</p> <p>Guru meminta peserta didik untuk mengidentifikasi teks tersebut.</p> <p>Peserta didik</p>	45'

		menyiapkan beberapa pertanyaan mengenai teks yang telah dibaca..	
	Mengembangkan dan menyajikan hasil karya.	Guru meminta peserta didik untuk menemukan kata yang belum diketahui pada narrative teks tersebut. Peserta didik bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada peserta didik.	10'
	Menganalisa dan mengevaluasi proses pemecahan masalah.	Guru menyimpulkan tujuan daripada pembelajaran. Guru membahas soal bersama peserta didik. Guru menjawab semua pertanyaanmenuliskan di papan didepan kelas dan mengoreksi bersama.	5'
Kegiatan Penutup	kesimpulan Refleksi/umpan balik (Penguatan karakter dan kebangsaan, visi	Siswa mereview apa yang telah mereka pelajari. Guru memberikan umpan balik terhadap proses	5'

	lingkungan) Tindak lanjut Rencana kegiatan berikutnya	pembelajaran. Guru mengucapkan, “see you in the next meeting”.	
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Pertemuan ke-3

Langkah Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam/pembuka Apersepsi Motivasi Orientasi (tujuan pembelajaran, prosedur/strategi pembelajaran, penguatan karakter, visi lingkungan)	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa. Guru mengucapkan salam sebelum memulai pelajaran Guru mengecek persensi siswa Membangkitkan motivasidan perhatian siswa Warming up. Guru menjelaskan gambaran dan tujuan pembelajaran kepada peserta didik.	10'
Kegiatan Inti	Orientasi peserta didik kepada masalah	Guru menjelaskan bagian-bagian dari generic structure dan unsur kebahasaan narrative text.	10'
	Mengorganisasi	Guru membagikan	5'

	peserta didik.	teks berbentuk Narrative Text kepada setiap peserta didik. Dengan topic “Malin Kundang”	
	Membimbing penyelidikan individu atau kelompok.	Guru memberi waktu kepada peserta didik untuk membaca teks yang dibagikan. Guru meminta peserta didik untuk menentukan generic structure dari narrative teks yang diberikan. Peserta didik menyiapkan beberapa pertanyaan mengenai teks yang telah dibaca.	45’
	Mengembangkan dan menyajikan hasil karya.	Guru meminta peserta didik untuk menemukan kata yang belum diketahui pada narrative teks tersebut. Peserta didik bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada peserta didik.	10’
	Menganalisa dan mengevaluasi proses pemecahan	Guru menyimpulkan tujuan daripada	5’

	masalah.	pembelajaran. Guru membahas soal bersama peserta didik	
Kegiatan Penutup	w/simpulan Refleksi/umpan balik (Penguatan karakter dan kebangsaan, visi lingkungan) Tindak lanjut	Siswa mereview apa yang telah mereka pelajari. Guru memberikan umpan balik terhadap proses pembelajaran. Guru mengucapkan, “see you in the next meeting”.	5’

Pertemuan ke-4

Langkah Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam/pembuka Apersepsi Motivasi Orientasi (tujuan pembelajaran, prosedur/strategi pembelajaran, penguatan karakter, visi lingkungan)	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa. Guru mengucapkan salam sebelum memulai pelajaran Guru mengecek persensi siswa Membangkitkan motivasidan perhatian siswa Warming up. Guru menjelaskan gambaran dan	10’

		tujuan pembelajaran kepada peserta didik.	
Kegiatan Inti	Orientasi peserta didik kepada masalah	Guru menjelaskan bagian-bagian dari language features (unsur kebahasaan) dari narrative text.	10'
	Mengorganisasi peserta didik.	Guru membagikan teks berbentuk Narrative Text kepada setiap peserta didik. Dengan topic "Malin Kundang"	5'
	Membimbing penyelidikan individu atau kelompok.	Guru memberi waktu kepada peserta didik untuk membaca teks yang dibagikan secara detail.. Guru meminta peserta didik untuk mengidentifikasi bagian-bagian language features dari narrative teks yang diberikan. Siswa menanyakan hal-hal yang mereka tidak ketahui pada teks. Guru menampung semua pertanyaan peserta didik.	45'
	Mengembangkan	Guru meminta peserta	10'

	dan menyajikan hasil karya.	<p>didik untuk menemukan kata yang belum diketahui pada narrative teks tersebut.</p> <p>Peserta didik bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada peserta didik.</p>	
	Menganalisa dan mengevaluasi proses pemecahan masalah.	<p>Guru menyimpulkan tujuan daripada pembelajaran.</p> <p>Guru membahas soal bersama peserta didik</p> <p>Peserta didik mempresentasikan hasil jawaban mereka dengan cara menuliskan di papan didepan kelas dan mengoreksi bersama.</p>	5'
Kegiatan Penutup	<p>w/simpulan</p> <p>Refleksi/umpan balik (Penguatan karakter dan kebangsaan, visi lingkungan)</p>	<p>Siswa mereview apa yang telah mereka pelajari.</p> <p>Guru menginformasikan materi yang akan dipelajari pada pertemuan</p>	5'

	Tindak lanjut Rencana kegiatan berikutnya	selanjutnya. Guru mengucapkan, “see you in the next meeting”.	
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Pertemuan ke-5

Langkah Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam/pembuka Apersepsi Motivasi Orientasi (tujuan pembelajaran, prosedur/strategi pembelajaran, penguatan karakter, visi lingkungan)	Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa. Guru mengucapkan salam sebelum memulai pelajaran Guru mengecek persensi siswa Membangkitkan motivasi dan perhatian siswa Warming up.	10'
Kegiatan Inti	Orientasi peserta didik kepada masalah	Guru menjelaskan gambaran dan tujuan pembelajaran kepada peserta didik	10'
	Mengorganisasi peserta didik.	Guru membagikan teks berbentuk Narrative Text kepada setiap peserta didik. Dengan topic “Snow white”	5'

	Membimbing penyelidikan individu atau kelompok.	<p>Guru meminta siswa untuk membuat grup yang terdiri dari 5-6 siswa</p> <p>Guru memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.</p> <p>Peserta didik membaca text dengan menggunakan Inquiry-Based Learning Strategy.</p> <p>Guru meminta peserta didik untuk mengidentifikasi generic structure dan language features dari narrative teks yang diberikan.</p>	45'
	Mengembangkan dan menyajikan hasil karya.	<p>Guru meminta peserta didik untuk maju kedepan untuk mempresentasikan hasil dari masing-masing grup.</p>	10'
	Menganalisa dan mengevaluasi proses pemecahan masalah.	<p>Guru menyimpulkan tujuan daripada pembelajaran.</p> <p>Guru membahas soal bersama peserta didik</p> <p>Peserta didik</p>	5'

		mempresentasikan hasil jawaban mereka dengan cara menuliskan di papan didepan kelas dan mengoreksi bersama.	
Kegiatan Penutup	Review/simpulan Refleksi/umpan balik (Penguatan karakter dan kebangsaan, visi lingkungan) Tindak lanjut Rencana kegiatan berikutnya	Siswa mereview apa yang telah mereka pelajari. Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya. Guru mengucapkan, “see you in the next meeting”.	5'

4. Instrument Penilaian

Kriteria Penilaian

- Tingkat ketercapaian fungsi sosial teks narrative.
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tokoh, urutan cerita dan generic structure
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

Cara Penilaian:

Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang cerita yang dibacakan.

- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

a. Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana tentang pengalaman belajar narative text (fable), termasuk kemudahan dan kesulitannya

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	C	B	SB	
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					K = < 60 C = 60 – 69 B = 70- 79 SB = 80 – 100

Pedoman penilaian:

- Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 - 79

C = Cukup = 60 - 69

K = Kurang = < 60

Rubrik Penilaian Sikap

Aspek	Deskripsi
• Jujur	<ul style="list-style-type: none"> - Menentukan urutan gambar Narrative teks sendiri/tidak mencontek teman - Mengikuti alur kegiatan sesuai dengan waktu yang diberikan

<ul style="list-style-type: none"> • Disiplin • Santun • Percaya diri • Tanggung jawab • Kerja sama 	<p>oleh guru.</p> <ul style="list-style-type: none"> - Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak menyinggung orang lain - Mencoba menjawab pertanyaan guru dengan sebaik- baiknya. - Menyelesaikan tugas dan menganalisis dengan sungguh- sungguh dan tepat waktu. - Dapat berkerjasama dalam kelompok.
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b. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks Narrative sesuai dengan urutan gambar dengan benar.	Observasi (accuracy, fluency, intonation)	Teks	Activity 2. Aswer the questions based on the text
Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam monolog tentang pengalaman yang menyenangkan.	Observasi (accuracy, fluency, intonation)	Performance	Tell the result of your discussion in front of the class.

PedomanPenskoran :

Aspek	Skor
Accuracy, fluency and intonation	1- 4
Susunan teks tulis sesuai dengan fungsi social, struktur teks dan unsur kebahasaan.	1- 4

a. Aspek accuracy, fluency dan intonation

Keterangan:

- i. Kurang lancar dan akurat dalam pengucapan dan intonasinya
- ii. Cukup lancar dan akurat dalam pengucapan dan intonasinya
- iii. lancar dan akurat dalam pengucapan dan intonasinya
- iv. Sangat lancar dan akurat dalam pengucapan dan intonasinya

b. Aspek penyusunan teks tulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang didalamnya termasuk tindakan dan menyakan tentang teks Narrative.

$$\text{Nilai akhir} = \frac{\text{jumlah skor benar} \times 4}{\text{Skor max}}$$

Penilaian untuk pengetahuan menggunakan penilaian kuantitatif dengan skala 1 – 4 (kelipatan 0,33), dengan 2 (dua) desimal dan diberi predikat sebagai berikut:

A : 3,67 – 4,00	C+ : 2,01 - 2,33
A- : 3,34 - 3,66	C : 1,67 - 2,00
B+ : 3,01 - 3,33	C- : 1,34 - 1,66
B : 2,67 - 3,00	D+ : 1,01 - 1,33
B- : 2,34 - 2,66	D : ≤ 1,00

Songgom, April 2019

Guru Bahasa Inggris

Guru Mata Pelajaran

Koko Wiji Handoko, S.Pd
NIP.

Sri Mulyani
NPM. 1615500059

APPENDIX 17 : R TABLE

R-table (Product Moment)

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

APPENDIX 18 : T TABLE

T- tabel

df	t.100	t.050	t.025	t.010	t.005	df
1	3.078	6.314	12.708	31.821	63.567	1
2	1.886	2.920	4.303	6.965	9.925	2
3	1.638	2.353	3.182	4.541	5.841	3
4	1.533	2.132	2.776	3.743	4.604	4
5	1.476	2.015	2.365	3.365	4.032	5
6	1.440	1.943	2.447	3.143	3.707	6
7	1.415	1.895	2.365	2.998	3.499	7
8	1.397	1.860	2.306	2.306	3.355	8
9	1.383	1.833	2.262	2.821	3.250	9
10	1.372	1.812	2.228	2.764	3.169	10
11	1.362	1.798	2.201	2.718	3.106	11
12	1.356	1.782	2.179	2.681	3.055	12
13	1.350	1.771	2.160	2.650	3.012	13
14	1.345	1.761	2.145	2.624	2.977	14
15	1.341	1.153	2.131	2.602	2.947	15
16	1.337	1.746	2.120	2.583	2.921	16
17	1.333	1.740	2.110	2.567	2.898	17
18	1.330	1.734	2.101	2.552	2.878	18
19	1.328	1.729	2.093	2.593	2.861	19
20	1.325	1.725	2.086	2.528	2.845	20
21	1.323	1.721	2.080	2.518	2.831	21
22	1.717	2.074	2.074	2.508	2.819	22
23	1.319	1.414	2.069	2.500	2.807	23
24	1.318	1.711	2.064	2.492	2.797	24
25	1.316	1.708	2.060	2.485	2.787	25
26	1.315	1.706	2.056	2.479	2.779	26
27	1.314	1.703	2.052	2.473	2.473	27
28	1.313	1.701	2.048	2.467	2.763	28
29	1.311	1.669	2.045	2.462	2.756	29
inf	1.282	1.645	1.960	2.326	2.576	inf

APPENDIX 19**SCHEDULE OF EXPERIMENTAL GROUP AND CONTROL GROUP**

Experiment Group		Control Group	
(Inquiry-Based Learning Strategy)		Conventional method	
Day / Date	Material	Date /Day	Material
Thursday, April 4 th 2019	Narrative text (introduction)	Thursday, April 4 th 2019	Narrative text (introduction)
Saturday, April 6 th 2019	Definesome story of Narrative text	Monday, April 8 th	Definesome story of Narrative text
Thursday, April 11 th 2019	Generic Structure that used in theNarrative text	Thursday, April 11 th	Generic Structure that used in theNarrative text
Saturday, April 13 st 2019	Language Features that used in theNarrative text	Monday, April 15 th 2019	Language Features that used in theNarrative text
Thursday, April 18 th 2019	Adverbial phrase that used in the Narrative text	Thursday, April 18 th 2019	Adverbial phrase that used in the Narrative text
Saturday, April 20 th 2019	Conjunction that used in theNarrative text	Monday, April 22 th 2019	Conjunction that used in theNarrative text
Thursday, April 25 ^h 2019	Review whole material about Narrative text	Thursday, April 25 th 2019	Review whole material about Narrative text
Saturday, April 27 th 2019	Final test	Monday, April 29 th 2019	Final Test

APPENDIX 20



YAYASAN PENDIDIKAN PANCASAKTI TEGAL
 UNIVERSITAS PANCASAKTI TEGAL
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGDI : PPKN, PBSI & D, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING,
 PEND. EKOP., DAN PEND. IPA (STATUS TERAKREDITASI)
 SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

Nomor : 015/PBI/FKIP/UPS/III/2019 Tegal, 22 Maret 2019
 Lampiran :-
 Perihal : *Permohonan Izin Studi Lapangan (Penelitian)*

Yth. Kepala SMP N 3 SONGGOM

di -

TEMPAT

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

Nama : Sri Mulyani
 NPM : 1615 500 059
 Program Studi : Pendidikan Bahasa Inggris
 Maksud : Studi lapangan/observasi dalam rangka penyusunan
 Skripsi Strata 1 FKIP UPS Tegal
 Judul :

“THE EFFECT OF IMPLEMENTING INQUIRY-BASED
 LEARNING STRATEGY ON STUDENTS’ READING
 COMPREHENSION (AN EXPERIMENTAL STUDY AT SECOND
 GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN ACADEMIC
 YEAR 2018/2019)”

Pembimbing I : H Sumartono, M.Pd
 II : Noeris Meiristiani, M.Pd

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut dapat menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

Dekan,

Dede Susongko, M.Pd
 NIP: 197404170199802 1001

APPENDIX 21



PEMERINTAH KABUPATEN BREBES
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
UNIT PELAKSANA TEKNIS DAERAH
SMP NEGERI 3 SONGGOM
TERAKREDITASI A

Alamat : Jl. Desa Songgom Lor, Kec. Songgom, Kab. Brebes ☎ 52266 ■ (0283) 3306914

SURAT KETERANGAN

Nomor : 800 / 185 / 2019

Yang bertanda tangan di bawah ini :


Nama : EKO KELONO, S.Pd
NIP. : 196604191985081001
Pangkat Gol / Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 3 Songgom

Menerangkan dengan sebenar – benarnya bahwa :

Nama : SRI MULYANI
NPM : 1615500059
Program Studi : Pendidikan Bahasa Inggris
Universitas : Pancasakti - Tegal

Telah melakukan Studi lapangan (Penelitian) di SMP Negeri 3 Songgom dari tanggal 1 April sampai dengan 2 Mei 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Songgom, 22 Juli 2019
Kepala Sekolah,

EKO KELONO, S.Pd.
NIP. 196604191985081001



DOCUMENTATION

DOKUMENTATION OF EXPERIMENTAL CLASS





DOKUMENTATION OF CONTROL CLASS



