



**THE EFFECT OF INQUIRY METHOD ON STUDENTS'
ABILITY IN READING NARRATIVE TEXT A STUDY
AT THE ELEVENTH GRADE OF MAN 1
PADANGSIDIMPUAN**

RESULT OF RESEARCH

*Submitted to the Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree
of Education (S.Pd) in English Program*

Written By :

ABDUL AZIS STREGAR

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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A THESIS

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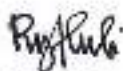
Bismillah 'alaihukum wa. wa.

After reading, studying, and giving advice for necessary revise on the thesis belongs to ABDUL AZIS SIREGAR, entitled "THE EFFECT OF INQUIRY METHOD ON STUDENTS ABILITY IN READING NARRATIVE TEXT A S TUDY AT THE ELEVENTH GRADE OF MAN 1 PADANGSIDIPUAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Forsolamun 'alaihukum wa. wa.

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ABSTRACT

This research discussed about the effect of inquiry method on students ability in reading narrative text a study at the eleventh grade of MAN 1 Padangsidimpuan. The problem in this research is the students do not understand the topic sentence, main idea, supporting detail, vocabulary. Teacher taught by using conventional method after they read text. The students translated it. They did it by using dictionary so they cannot comprehend the components about.

This research employed experimental research. The population of this research is the eleventh grade of MAN 1 Padangsidimpuan. Then, the sample of the research is 2 classes, experimental class is IPA 1 and control class is IPA 2. To collect the data, research used test for measuring students reading narrative text. To analyze the data, the researcher used T-Test. The experimental class was taught by using inquiry method and control class was taught conventional teaching.

After the data had been analyzed, this research found there was improvement of mean score after using inquiry method. Mean score of experimental class before using inquiry method was 66 and mean score after using inquiry method was 83. Besides it, the score of t_{count} was higher than t_{table} ($7.33 > 1.67$). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of inquiry method on student ability in reading narrative text at eleventh grade in MAN 1 Padangsidimpuan.

Key Word: Inquiry Method, Students, Ability, Narrative Text

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Padangsidempuan , 26 April 2019

Researcher



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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is an activity with a purpose. A person may read to gain information or verify existing knowledge, and to give critique to the writer ideas or writing style. A person may also read for enjoyment, or to enhance the knowledge. The purpose of the reading as a guidance to the readers in selection a text.

Reading is a complex process involving a network of cognitive actions that work together to construct the meaning. Readers' comprehension is influent by internal factors including, perception, beliefs, motivation, and problem solve strategies.

Reading explores sight, reading is students' pleasuring in studying. First, reading explored sight. Students can get knowledge learning reading; a lot of information is presented in written form such as books, journals, newspaper, magazine, and novels. Thus, students cannot get knowledge and information, without reading when students read more, they will get more knowledge also when they students read less, and they will get less knowledge. On reality of life, students have many problems in school and real of life society.

Reading activates mind of thinking and problems solving. To solve the problem, students must read more. Reading will create a kind of circle where a text, a reader and a social context can interact one another. In conclusion, there

are three important things in reading, they are a text, a reader and an interaction between them which involves the social contexts within the text.

Curriculum of senior high school (KTSP) states that the students must be able to master receptive skill such as listening and reading, and productive skill such as speaking and writing. In this case, the writer focuses on reading as a receptive skill. By reading the students understand the meaning (get main idea) and the steps for developing of speech in the reading text in all kinds of genre.

Text has a communicative purpose. Based on that purpose, text is classified into many kinds of text which are named as genre of the text. There are many genres of the text; they are description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition (analytical exposition and hortatory exposition).

There are some factors why narrative text is really important to teach and learn, for identify the schematic structure of the narrative text. Narrative text is one of genres which is included into the Senior High School.

Approaching language from perspective of text requires an accompanying methodology which can enable students to develop the knowledge and skill to deal with written text. Actually genre can divide methodology such as genre based writing, speaking, reading and listening. Hornby says, genre is “Kind, style, category”. So genre is a methodology will make a teacher in learning a written

text¹, and ability will be good if the teachers use suitable method and teach it with details.

Genre is the main English materials because genre is the kinds of the text that must be able to be mastered by students. Genre is one of their lessons in their schools especially in MAN 1 Padangsidimpuan.

So reading is based foundation to explore education, moreover for students. However, reading still a problem in school. Especially at MAN 1 Padangsidimpuan. It could be seen base on interview with an English teacher in MAN 1 Padangsidimpuan². Teachers teach by using simple method after they read a text. Students translated it. Moreover most of them do it by using dictionary so they cannot comprehend about component about.

First, reading is very important. Most of the student still grade with 73 meanwhile the standard competency in this school is 83. So the researcher wanted to solve this problem by examining a reading method that is chosen.³

Second, it found that many students are lack of topic sentences, main idea, supporting details, vocabulary, and core passage. Therefore, if the students want to read narrative text they must understand topic sentences, main idea, supporting

¹Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p.1382

²Afnita Warni as English Teacher in MAN 1 Padangsidimpuan, *Private Interview* (MAN 1 Padangsidimpuan on November 2017)

³Buku kumpulan nilai MAN 1 Padangsidimpuan, *Private Document* (MAN 1 Padangsidimpuan: November 14, 2014 at 09.30 a.m).

details, vocabulary, and core passage in reading and seldom to practice. They just read a text, and accepted what they have read directly without comparing and connecting what they were reading with their background knowledge.

The last, the students did not understand the text that they read and did not have the suitable methods in reading, the students have difficulties to comprehend the reading text and bored to English subject, especially in reading skill. They did not have the technique or strategy to make them easier. Therefore, the students can not ability in reading narrative text. Finally, most of students were failed in understanding the text.

The problems above accrued because of the lack of teaching methods that used of teachers in the classroom activity. Teachers just used direct methods to deliver the knowledge or can say conventional way. So, this method irrelevant anymore or unsuccessful in applied in class. A creative teacher must find out other methods to empower ability of the students in reading such as narrative text.

To solve the problems, researcher must give good variety methods to increase their ability in reading such as narrative text. There are many methods teachers can use in teaching reading, they are; Inquiry, Students' Team Achievement Division (STAD), Team Games Tournament (TGT), Answer-Question, Recitation, Think Pair Share (TPS), Cooperative Integrated Reading and Composition (CIRC), Semantic Mapping and the others.

From the explanation above, to teach English reading teachers should use various methods. Therefore, the researcher chooses inquiry method, because

inquiry method is the teaching method that pushes students to involve themselves in finding and solve the problem with their own way. This method puts students to learn more by themselves, develops creativity in problem solving. The inquiry method can be done if the following conditions are: (a) the teacher must temple choose the relevant matter to be submitted to the class (the problem stems from the lesson that challenges the student/problematic) and in accordance with the student's reasoning power, (b) the existence of freedom of students to argue, to work, to discuss, (c) the participation of every student in every learning activity, and (d) teachers do not intervene much and intervene on student activities.

Teaching methods that teachers use in this method include methods of discussion and assignment. Discussions for solving problems are done by a small group of students (between 3-5 people) with teacher direction and guidance. This activity is conducted at face-to-face or during scheduled activities. So, the researcher is interested in conducting the research about the “The Effect of Inquiry Method on Students Ability in Reading Narrative Text (A Study at the XI Grade Students of MAN 1 Padangsidempuan).

B. Identification of the Problem

In reality, inquiry method is a seeking for truth, information, or knowledge information by questioning. Reading is the process taking information from the the text. The problem is the atudents have lack vocabulary.

C. Limitation of the problem

Based on the identification of the problems above, the research is limited to find out the effect of inquiry method on students ability in reading narrative text (a study at the XI grade students of MAN 1 Padangsidempuan).It is impossible to explain one by one; therefore, the researcher limits the problems because of some factors like the lack of time, money and the most important things is the lack of ability of the researcher.

So the researcher only focuses about inquiry method as the independent variable that as symbolized with X, the researcher does not discuss the four skills in English subject, researcher only focuses to readnarrative text as the dependent variable symbolized with Y.

D. Formulation of the Problem

From the explanation above, the researcher formulates the problem as follows:

1. How is grade XI students' ability in reading narrative text before using inquiry method at MAN 1 Padangsidempuan?
2. How is grade XI students' ability in reading narrative text after using inquiry method at MAN 1 Padangsidempuan?
3. Is there any significant effect of inquiry method on students' ability in reading narrative text at the XI grade students of MAN 1 Padangsidempuan?

E. Purpose of the Research

From the explanation of the problems, the purpose of this research : are

1. To examine the grade XI students' ability in reading narrative text before using inquiry method at MAN 1 Padangsidempuan?
2. To examine the grade XI students' ability in reading narrative text after using inquiry method at MAN 1 Padangsidempuan?
3. To examine whether there is or there is not any significant effect of ability in reading narrative text at the XI grade students of MAN 1 Padangsidempuan?

F. Significances of the Research

The aims of the research are to find out:

1. The students' ability in reading narrative text before the treatment on inquiry method
2. The students' ability in reading narrative text after the treatment on inquiry method

The result of this research is hoped to be useful:

1. To increase the skill of English teacher in teaching learning process, especially in teaching reading comprehension.
2. To the headmaster of MAN 1 Padangsidempuan, He can compare the result of the research with the result of teaching learning process before. So in this case it can help and improve the quality of the student's achievement in reading.

3. As the implementation of the knowledge or competences of the researches that has studied at IAIN Padangsidempuan.

G. Definition of the Operational Variables

To avoid ambiguity, there are two variables to identify or to explore:

1. Inquiry Method

a. Definition

Inquiry method is one of methods that teacher use in teaching English.

Peter westwood said that inquiry is encourages students an all grades in every scientific discipline should have the opportunity to ask questions, plan, and conduct investigatio, use appropriate tools and techniques to gather the data, think critically and logically about relationship between evidence and explanation, and communicate arguments.⁴

b. Steps of Inquiry Method

- 1) Observation: in this step, student observes the object or material that will be source of the study.
- 2) Questioning: After observation, the student asks questions base on the result of observation.
- 3) Hypothesis: Making prediction of the questions above.
- 4) Data gathering: Collecting the data or information that can be answering the questions from the problem above.
- 5) Data analysis: Analysis and thread the data or material that collected by the student.
- 6) Conclusion: Making a conclusion of the matter.⁵

⁴Westood, Peter, What Teachers to Know about Teaching Methods, (Australia: Acer Press,2008),p.92.

⁵Kunandar, *Guru Profesional*, (Jakarta: PT.Grafindo Persada,2010),p.373.

2. Reading Narrative Text

a. Reading

- 1) the processes by which the meaning of a written text is understood.

When this is done silently it is known as silent reading. The understanding that results is called reading comprehension. Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structure. Comprehension that is based on clues in the text is referred to as bottom-up-processing, and comprehension that makes use of information outside of the text is known as top-down processing.

- 2) oral reading: saying a written text aloud (also known as reading aloud).

In teaching reading this is often done to establish graphemicphonemic correspondences or to learn to distinguish sense groups in a text.

Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).
3. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
4. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.⁶

b. Narrative Text

Narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.⁷

Narrative text generally has a structure:

1. Orientation, introduction or opening in the form of character, time, and place recognition.
2. Complication / crisis, conflict development or problem appearance.
3. Resolution, conflict resolution or steps taken to respond to problems.
4. Reorientation, the cover of phrases that show the story is over, it is optional.
5. Coda, changes that occur to the characters and lessons that can be learned from the story; Is optional.

Narrative texts often use certain linguistic elements, including:

1. Specific nouns as pronouns of people, animals, and objects in the story, e.g. stepmother, household, etc.

⁶Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Great Britain: Pearson Education Limited, 2010), p.483.

⁷J.L.Rebecca, *A Critical Handbook of Children's Literature*. (Massachuset:Pearson EducationInc,2003),p.56.

2. Individual participant, focused on specific participant (actuator) specific split.
3. Past tense, using past tense verbs, e.g. went, ran, ate, etc.
4. Time connective and conjunction to sort events, such as after, before, soon, killed, etc.
5. Action verbs, verbs that show events or activities, such as stayed, climbed, killed, etc.
6. Saying verbs and thinking verbs, verbs that show reporting or speech, e.g. said, told, promised, thought, understood.⁸

Thus, students' ability in reading narrative text is the students can interaction between thought and language with the existence of freedom of students to argue, to work, to discuss. Discussions for solving problems done by a small group of students (between 3-5 people) with teacher direction and guidance. This activity is conducted at face-to-face or during scheduled activities.

H. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problems, purpose of the research, definition operational variables, and significances of the research.

Chapter two is the theoretical description, which explain about inquiry method, reading narrative text, related findings, conceptual framework and hypothesis.

⁸Otong Setiawan Djuharie, *Genre*, (Bandung:CV.Yrama Widya,2007),p.41

Chapter three discuss about the methodology of research consists of: place and schedule of the research, research design, population and sample, the instrument of collecting data, technique of collecting data and technique of analyzing data.

Chapter four is the result of the research and data analyzing consists of description of data, discussion of the research and limitation of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Inquiry Method

a. Definition Inquiry Method

Inquiry method in learning on students centre. Students are the subject of learning. The role teachers in learning as user inquiry method is as mentors and faciliator. The task of teacher is to choose a problem that needs to be communicated to the class to be solved. It is also possible that the problem to be solved chosen by the student. The next task teacher is to provide learning resources for students in order to solve the problem.

Inquiry is methods that let students feel the real process of learning. Alam crawford stated that inquiry allows students to go beyond the information in their book and classrooms and generate new information through interviews, observation, and other sorts of inquiries outside their classroom and school.¹The students have skill, that skill to know self potency, existence self, the ability to catch information. So, the students must have to solved problem.

¹Alan Crawford et.al, *Teaching and Learning Strategies for the Thinking Classroom*,(new york; the international debate educated association, 2005),p.102

b. Process of inquiry method

The researcher follows the process metode in this case, actually, everything eill be done must follow the procedure, here as ways to get some better goal. There are many procedures. Inquiry has many steps like:

- 1) Choose a work that encourages discussion.before the discussion take place, the teacher has chosen a work or part of work that encourages discussion. Such a work should lend itself to more than one interpretation (not all works do this well) and raise interesting issues. Folk stories often meet criteria suprisingly well.
- 2) Let the students read the material. The teacher makes sure that all of the students have read the material carefully. It is preferable if the students read the material twice before discussing it-or that read it using the directed reading activity of directed reading thinking activity describe earlier.
- 3) Prepare question for discussion. The teacher prepare fpor of five discussion question.²

c. Advantages and Weakness of Inquiry Method

A method of inquiry is a learning method that isi recommended by many experts because this strategy has several advantages and weakness.

²*Ibid*,p.100.

1) Advantages

- a) Inquiry method is a learning method that emphasizes the development of cognitive, affective, and psychomotoric balanced manner, so that learning through this strategy is considered more meaningful.
- b) Inquiry method can provide a space for students to learn according to their learning style.
- c) Inquiry method that is considered to be in accordance with the development of modern psychology study that considers learning is the process of changing behavior thanks to the experience.³

2) Weakness

Besides having some advantages, inquiry learning strategy also has several weaknesses, among them:

- a) It is difficult to control student activities and success
- b) Not easy to design, because it hits the student habits
- c) Sometimes in the implementation takes a long time, so the teacher is difficult to adjust it with the time specified.⁴

³Rini Andriani, kelebihan dan kelemahan Metode inkuiri, Retrieved <http://www.ModelPembelajaranku.blogspot.co.id/2017/11/keunggulan-dan-kelemahan-strategi.html>

⁴ Prof. Dr. Hamruni, M.Si., *Op.cit.*, p. 100-101.

d. The Principle of Inquiry Method

The inquiry learning strategy can follow the following steps:

1) Orientation

Steps to foster an atmosphere or a responsive learning climate. In this step the teacher conditions the students to be ready to carry out the learning process. Teachers stimulate and invite students to think solve problems. Some of the things that can be done in this orientation stage are:

- a) Describe the topics, objectives and learning outcomes expected to be achieved by the students.
- b) Describe the main points of the activities that must be done by the students to achieve the goal. At this stage it describes the steps of inquiry and the goal of each step.
- c) Explain the importance of topics and learning activities. This is done in order to provide student learning motivation.

2) Formulate the problem

It is the step of bringing students to a problem that contains puzzles. Issues that challenge students to think of solving the puzzle. Through the process students will gain valuable experience as an effort to develop mental through the process of thinking. Things to consider in formulating problems include:

- a) The problem should be formulated by the students themselves. Teachers should not formulate their own learning problems.
- b) The issues studied contain puzzles for which the answer is certain.
- c) Concepts in the problem are concepts that are already known to the students first.

3) Submitting the hypothesis

A hypothesis is a temporary answer to a problem under study.

4) Collecting data

Collecting data is the activity of capturing the information needed to test the proposed hypothesis.

5) Test the hypothesis

The process of determining the answer that is deemed to be received in accordance with the data or information obtained on the basis of data collection.

6) Formulate conclusions

The process of describing the findings obtained based on the results of hypothesis testing. Formulating conclusions is the most important step in the learning process.⁵

⁵ Prof. Dr. Hamruni, M.Si., *Op.cit.*, p. 95-99.

e. The Procedure of Inquiry Method

The process of inquiry is done through the following stages:

- 1) Formulate a problem where the capability required is
 - a) Awareness of the problem
 - b) See the importance of the problem
 - c) Formulate the problem
- 2) Develop a hypothesis where the capabilities required in developing this hypothesis are:
 - a) Test and classify data that can be obtained
 - b) View and formulate existing relationships in a logical way, and formulate hypotheses
- 3) Test the tentative answer where the required ability is
 - a) Assemble an event consisting of, identifying the required events, collecting data and evaluating the data
 - b) Compiling data consists of, translate data, interpret data and classify data
 - c) Data analysis consists of, looking at relationships, noting similarities and differences and identifying trends, sequences and regularities
- 4) Draw a conclusion where the capability required is
 - a) Look for pattern and meaning of relationship
 - b) Formulate conclusions

5) Apply conclusions and generalizations

Teachers in developing inquiry attitudes in the classroom have a role as counselor, consultant, critical friend and facilitator. Teachers should be able to guide and reflect on group experiences and facilitate group work.⁶

There are procedures of inquiry method according DR.J. Richard Suchman:

- 1) Found the problem
- 2) Collecting data for clarity
- 3) Collecting data to experiment
- 4) Formulation of information obtained
- 5) Analysis of the process of inquiry⁷

In general, the learning procedure is done through three stages, namely:

- 1) Preliminary activities
- 2) Core activities
- 3) Final activities and follow up

⁶ Lif Khoiru Ahmadi, M.Pd., *Op.cit* ., p. 26.

⁷ Dr. Hamdani, MA, *Strategi Belajar Mengajar* (Bandung: CV Pustaka Media, 2011), p.186.

From the explanation above, the writer concludes that in methods involving open ended inquiry the teacher may provide all necessary resource materials but learners are given little or no direction for carrying out their investigations. They must decide for themselves the most appropriate method for tackling the investigation and must then reach their own conclusions from the observation they make. It can motivate the student to be active in the learning process, encourage them to find out the problem and solution by themselves, and train the development of their cognitive, affective, and psychomotoric aspect, Meanwhile, the inquiry is really difficult in implementation process because the teacher cannot control it well its process is really time consuming.

f. The Implementation of inquiry method

The implementations of inquiry method are:

- 1) Choose a work that encourages discussion. Before the discussion takes place, the teacher has chosen a work or part of a work that encourages discussion. Such a work should lend itself to more than one interpretation (not all works do this well) and raise interesting issues. Folk stories often meet these criteria surprisingly well.
- 2) Have the students read the material. The teacher makes sure that all of the students have read the material carefully. It is preferable if the students read the material twice before discussing it or that they read it using the

Directed Reading Activity of Directed Reading-Thinking Activity described earlier.

- 3) Prepare questions for discussion. The teacher prepares four or five discussion questions. These should be what Great Books calls Interpretive Questions, and they have three criteria:
 - a) They are real questions: the sort of question one might ask a friend, as you walk together, about a provocative movie.
 - b) They have more than one defensible answer. (This criterion invites debate. If it is not met, the discussion won't be a discussion, but a read-my-mind exercise).
 - c) They must lead the discussion into the text. A question like, "Why was the giant's wife kinder to Jack than his own mother was?" leads the students to talk about what is in the text first, even though they may then comment on what they know from experience. A question like, "Have you ever done anything as brave as Jack?" leads the discussion away from the text and out into twenty-five different directions.
- 4) Share a Question. The teacher writes the first question on the chalk board for all of the students to answer.
- 5) The students consider the question and write down their answers. The teacher asks the students to think about the question, and then briefly

write down their answers. (If the students are so young that writing answers is laborious, the teacher can say he will count to 60 before he calls on anyone, so they should be thinking about their answers for all of that time).

- 6) The teacher elicits answers from the students. As the teacher invites students to answer she may encourage reluctant speakers to read what they wrote. She provokes debate between students, pointing out differences in what they say and asking those and other students to expand on the differences. She may press students to support their ideas with references to the text or to restate ideas more clearly. She does not, however, correct a student or in any way suggest that any one answer is right or wrong. Finally, the teacher does not offer her own answer to the question.
- 7) The teacher keeps a *seating chart*. A seating chart is a list of the students' names with a brief version of each student's answer. The teacher uses the seating chart to convey respect for the students' thoughts, to slow down the conversation, to keep a record of what has been said, to make note of who has participated and who has not.
- 8) The teacher summarizes the discussion. When discussion of a question seems to have run its course, the teacher reads aloud her summaries of the

students' comments. Then the teacher or one of the students makes a summary of the discussion of that question.

- 9) The teacher asks more questions. The teacher may write another question on the chalk board and proceed as before. But at the teacher's option, once the discussion gets going, she follows the students' lead and continues to discuss the issues and questions they raise.⁸

g. Conventional Strategy

Conventional strategy is the strategy or the way that usually used by the teachers to teach the text to students.⁹ According to Hudson that conventional strategy is the strategy used by the teachers based on mutual agreement in a school.¹⁰

Based on the explanation above, the researcher concludes that they procedure used by the English teachers at MAN 1 Padangsidempuan, are as follows:

- 1) Explain the subject matter
- 2) Provide material to be discussed to students
- 3) Students discuss the material as much as 5 people in group

⁸ Alan Crawford, *Op.cit.*, p. 101.

⁹ Jhon Deriden, *Conventional Strategy* (<http://www.britannia.com/EBchecked/topic/421797/nuclear-strategy/52993/conventional-strategy>), retrieved on August 24, 2014 at 08.00 p.m.

¹⁰ Hudson, *The Meaning of Conventional Strategy*" (<http://www.conventional-strategy/topic/54372-strategy>), retrieved on August 24, 2014 on 08.00 p.m.)

- 4) Interviews between students
- 5) The teacher concludes the material

2. Reading

a. Definition of the Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.¹¹ It means reading is the process to get information from written text. Reading is a complex process; it involves much more than adding word meanings together. Reading involves not only understanding ideas, but also recognizing the relationship and structures among ideas.¹² Harmer says “Reading is useful for language acquisition”¹³ Then, Françoise Grellet states” Reading is an active skill”¹⁴ Henry says “Reading is bringing meaning to and getting meaning from printed material”¹⁵ Irwin says “reading is a transactional between the reader and the text in a specific context those result in the creation of a new text in the mind of the reader”.¹⁶ By reading,

¹¹ David Nunan. *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003), p. 68.

¹² Kathleen T. Mc. Whorter. *Efficient and ...*p. 165.

¹³ Jeremy Harmer, *How To Teach English Edition* , (England: Longman, 2007), p. 99.

¹⁴ Françoise Grellet, *Developing Reading Skills*, (United Kingdom: Cambridge University Press, 1981), p. 8.

¹⁵ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 8.

¹⁶ Irwin, Judith Westpal, *Teaching Reading Process*, (New York: A Division Of Simon & Schuster, Inc.1991), p. 8-9.

the reader will know what they have read and challenged to response the ideas of the author.

Reading was one assumed to be a combination of decoding and oral language, it is now knowledge that reading comprehension depends heavily on knowledge of language. In addition to producing literal comprehension, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interacting between texts and their own background knowledge.¹⁷ So, reading is important skill to improve students' knowledge. Brown says, "Reading is a process of negotiating meaning; the readers bring to the text a set of schemata for understanding it, and it take is the product of that interaction."¹⁸ Therefore, reading is an interactive process that happens in human minds to reconstruct the meaning for what they have read from the written or printed material.

Based on explanation above, the researcher concludes that reading is a process to convey the message or combining information from a text and their background knowledge to build meaning for what they have read.

b. Kinds of Reading

¹⁷ J.Michael O, Malley, *Authentic Assessment for English Language Learners*.(USA: Addison-Wesley Publishing Company, 1996), p.94.

¹⁸ H.Douglas Brown. *Language Assessment Principle and Classroom Practices*, (Pearson Education Inc, 2004),p.186.

1) Silent Reading

According to Oxford dictionary “silent is condition of not speaking and a sound track”¹⁹. It means silent is not voice. In addition, Kasihani said, “silent reading is to train the students to really pay attention to can understand the text”²⁰. So, silent reading is reading activities not speaking and focus on the text.

The researcher concluded, silent reading is the process of reading by heart. It is condition of not speaking and the reader try to focus on the text. There were many skills were clime in silent reading, as follow:

- a) Reading without voice, without move of lip
 - b) Reading without the move of head
 - c) Silent reading is faster than voice reading
 - d) Reading without finger of things as director
 - e) Understanding of the text
 - f) The speed of eyes is clime in reading
 - g) Reading with the good understanding
 - h) To coherent of speed with difficulties in the text.²¹
- ### 2) Loud Reading

Henry Guntur Tarigan said loud reading is a activity to read use voice and saying and the correct intonation to listener and reader can get information by also, likes thinking, feeling, attitude, or writers

¹⁹ Horn, *Oxford Dictionary*...p. 887.

²⁰ Kasihani, K.E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), p. 65.

²¹ *Ibid.*, p. 24.

experience.²² It means loud reading is a activity to read the text with sound. In addition, according to H. Douglas Brown, “loud reading is the test - taker separate letters, word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize sable oral approximation of the target response is considered correct.”²³ In other word, loud reading is talking out loud to read the text.

It can be concluded that loud reading is activity to read the text with oral expression, speaking or talking out load. Reading aloud also connects the eyes and ears to the tongue as well as to the entire body, which is involved in body language.

c. Types of Reading

There are three types of reading, they are:

- 1) Developmental reading
 - a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and

²² Henry Guntur Tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Aksara, 1986), p. 22.

²³ H. Douglas Brown, *Language Assessment*, p.. 90.

fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.

- b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.²⁴

2) Functional reading

- a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids.
- b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.

²⁴ Albert J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.

3) Reaction reading

- a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.
- b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading.
- c) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to seek for deeper symbolic messages.

From the explanation above, it can be concluded that the types of reading include are; ability to find state topic, main ideas, supporting ideas, concluding ideas, the meaning of units of word, phrase, sentence, paragraph, to answer the specific question, and to evaluate what one reads.

d. Reading Goal

The main goals of reading are to get and search information include content and meaning of the text.²⁵ Here some goals of reading such as:

- 1) Reading is for identifying important information.
- 2) Reading is for main ideas.

²⁵ Henry Guntur Tarigan, *Membaca Sebagai...* p. 9.

- 3) Reading is for finding the specific information.
- 4) Reading is for underlining the important information.
- 5) Reading is to classify the difficult word.
- 6) Reading is to evaluate.
- 7) Reading is compare contrast

So conclusion, the goals of reading are to easier the reader in read the text, to identify of the text, and how to evaluate of the text. The researcher gives the indicator of reading text. The researcher gives the indicator of reading test, there are able to find the main idea from the test, there are able to find the supporting from the text, and able to find important information of the text or conclusion.

e. Reading Evaluation

After we give the lesson to students, it is necessary to know how far their ability about the lesson. To know their ability, we must give test to the students, because testing is a tool to measure. There some techniques to make test, one of them is multiple-choice question.

According to Arthur Hughes stated, “a multiple choice is the candidate provides evidence of success full reading by making a mark against one out of a number of alternatives. The superficial attraction of this technique is out weighed in

institutional testing by various problem enumerated.”²⁶ It can be conclude that multiple-choice is usually set out in such a way that the candidate is required to select the answer from the number of given options, only one of which is correct. In evaluation reading comprehension, there are some indicators:

No	Indicators of Reading
1.	Topic sentence
2.	Main idea
3.	Supporting sentence
4.	Conclusion
5.	Generic structure
6.	Purpose ²⁷

3. Narrative Text

a. Definition of Narrative Text

Narrative text is a kind of text genre which concluded in functional grammar beside procedure, recount, report, expalanation, spoof, etc. In this time the writer only explain about narrative text.

²⁶Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1989) p. 120.

²⁷ Th. M. Sudarwati, *Look Ahead an English Course for Senior High School Students Year XI*, (Jakarta: Penerbit Erlangga), p. 5.

Pardiyono says narrative text is a kind of the text to tell the activity or event in the past which present the problematic experience and the resolution to amuse and also to give the moral lesson to the reader.²⁸

Sanggam Siahaan & Kisno Shinoda says narrative is a text containing five components are orientation, evaluation, complication, resolution, and reorientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience.²⁹

From the quotation above, the writer concludes that narrative text is a kind of text to tell the activity in past, in form of fact or as a fiction the problematic events and resolution in the end of the story to entertain and to give the moral reader.

b. Generic Structure of Narrative

There are two part narrative text, as follow:

Pardiyono says that the generic structure there are four element, they are: 1) orientation, consist of topic or the particular event to invited the reader's interest and also must be used adjective to drawing the personal attitude, 2) sequence of event, which are problematic, that leads to conflict

²⁸ Pardiyono, *Pasti Bisa! Teaching Genre - Based Writing*, (Yogyakarta: Andi, 2007), p. 94.

²⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73.

climax, consist of problematic that arranged in the right order from the introduction, conflict, until to climax, 3) resolution, consist of the problem solving of the story, 4) coda, consist of moral lesson that lesson that possible can be taken from.³⁰

According to Ahmad Thommy the generic structure of for the narrative text are consist of the part, which are orientation, present the setting introduces the characters in the text, sequence of events or complication this is place a crisis up to climax and the resolution as the ending of the story with resolve the problem.³¹

From the opinion above, the writers concluded that the generic structure of narrative are: orientation, as the opening of the story where characters are being introducing, the place, the time and orientation should written well to interest the readers, next is complication, is the sets of arising conflict and problem, and in the there is a resolution to resolve the problem and consist of coda to decide the story ending and also to get the moral lesson from the text.

Example:

Penguin in the Park

³⁰ Pardiyo, *Op.cit.*, p. 97.

³¹ Ahmad Thommy, *Writing Genres In English*, (Surakarta: Era Pustaka Utama, 2008), p.19.

Once, a man was walking un a park when he came across a penguin.

He took him a polite policemen and said, 'Ihave just found tis penguin. What should i do? The policemen replied, 'take him to the zoo'.

The next day the policemen saw the same main in the same park and the man was still carrying the penguin with him. The policeman was rather suprising and walked up to the man and asked, 'why are you still carrting that penguin about? Didn't you take it ti the zoo?', I certain did,' replied the man.

And it was a great idea because he really enjoy, so today I'm taking him to the movies.³²

c. Lexicogrammatical Structure

Grammar and structure is the most important thing to know in learning English. Grammar is rules for forming words and paragraph in the right way. Narrative text, as the other types of text, has some predictable and specific patterns.

According Otong Setiawan Djuharie, narrative text usually use the grammatical features are:³³

- 1) Noun, e.g. Stepmother, household, etc.
- 2) Past tense and past participle, e.g. went, ran, ate, etc.
- 3) Time connection and conjunction, e.g. after, before, then, after that.
- 4) Action verbs, e.g. stayed, climbed, killed, etc.
- 5) Saying verb, e.g. said, promised, told, thought, understood, etc.

B. Review Related Findings

³²Rudi hartono, *English for SMA/MA Class XI*, (Jl.revolusi No.29 Villa Pertiwi, Sukamaju Depok:Penerbit Arya Duta,2015),p.85.

³³ *Ibid.*, p. 41.

There are some related findings related to this research. The first is Fenni Royani Munthe had done The research is “The Effect of Inquiry Based Instruction Method on Students Reading Comprehension.³⁴” It based on the result of data analysis that has described in the earlier, the researcher took conclude that students’ reading comprehension before in quiry based istruction method categorized low and far from passing grade, it could be seen from the mean score of pre-test control class was 73.33 and the mean score of pre-test exprimental class was 76.54. but after using inquiry based instructioin method, the reading comprehension of students was better and increasing, it could be seen form the mean score was 85.42. then, the total score post test was bigger than pre test. Based on the hypothesis in this research ans the formulate method, it included that was effect inquiry based instructiuon method on students’ reading comprehension that hypotesis accepted.³⁵

Second, Supatmi Ningsih Dwi Rahayu had done research the title is, improving the students reading comprehension through inquiry based learning (A Classroom Action Research) to class VIIIA at SMPN 3 Ngaryosso, it was concluded that he result of the research shpw that using inquiry based learning can improve the students’ reading comprehension and class situation. The improvements on students reading comprehension included; (a) students are able to recalling word meaning; (b) students are abele to draw inference from

Fenni Heppy Royani Munthe, *the effect of inquiry based Instruction Method on Students Reading Comprehension At MAN 1 Padangsidimpuan in 2015-2016 Academic year*, (Padangsidimpuan IAIN,2016),P.61.

³⁵*Ibid.*,p61

context to recalling word meaning; (c) students are able to find the main idea of the text; (d) students are able to find the implicit information; and (e) students are able to find the explicit information. The improvement of the class situation: (1) the students can manage the time to study; and (2) students can study active. In addition, the improvement happens to the score. The mean score increases from 52.67 of the pre test to 69.41 of post test cycle 1 and 86.23 of post test in cycle 2.³⁶

The last, Dian Pariska had done research that title “The effect of inquiry I chart to students reading comprehension report Text”. This study is experimental, quasi experimental precisely the kind nonequipment control group. In this research, the class experiment to get instrument this study is to provide a text.³⁷

The participant are Thawalib dua MA. Daarun class. The study’s finding indicate that there is an influence of usage strategies Chart (Chart) to report, on reading comprehension text second –graders MA. Daarun Nahdhah Thawalib Bngkinang. The concluded there was a significant effect of Inquiry Chart (I Chart) to students reading comprehension in grade two in MA. Daarun Nahdhah Thawalib Bngkinang.³⁸

C. Conceptual Framework

³⁶Supatmi Miningsi Dei Rahayu, “Improving student reading comprehension through inquiry based learning VIII A Grade AT SMP N3 Ngaryoso, Karangayar, (unpublished thesis)” Surakarta: English Education department graduate sebelas maret university.2012(*Ipi25065.Pdf*)

³⁷Dian Pariska, “The Effect of Inquiry Chart To Students Reading Comprehension In Report Text AT Teaching to Improve The Students’ reading comprehension second year students at Ma.

³⁸ Daarun Nahdhah Thawalib (Publishing Thesis)” Pekanbaru: Faculty of Education and Teacher Training State Islamic University of Sultan Syarif kasim Riau,2013, (*Ipi25065.Pdf*)

When reader reads, there is a process of interaction the reader and text, it process to take knowledge from the text to people obtain information, mind, some ideas trying to understand the written by author. So researcher need to find a way to prove their comprehension in reading.

Inquiry is a series of activities that emphasize the process of learning to think critically and analytical to seek and find their own answer a problem that is questionable. The process of thinking it self is usually done through a question and answer between teacher and students.

Based on the explanation above method suitable to the students reading narrative text.

D. Hypothesis of Research

Hypothesis is a provisional result of the research.³⁹ While according to L.R.Gay says,"A hypothesis is a tentative prediction result of research finding.⁴⁰ The purpose of hypothesis is to answer a certain specific question. Based on formulation of the problem above, the hypothesis of the resarch was "There is the effect of inquiry method on student's ability in reading narrative text at grade XI in MAN 1 Padangsidempuan."

³⁹ Suharsihimi Arikunto, *Procedur Penelitian Suatu Pembelejaraan Praktik*, (Jakarta; RinekaCipta,2006),p71.

⁴⁰ L.R Gay and Peter Airaisan, *Educational Research for Analysis and Application*, (America; Prentice Hall,1992),p71.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

The kind of this research is quantitative research with experimental method. According to L.R Gay said that, “Experimental research is the only type of research that can test hypothesis to establish cause effect.”¹ That effect of two or more variables. In this research consist of control class as a class used conventional method and experimental class as a class used inquiry method.

Table 1

Class	Pre-test	Treatment	Post-test
Experiment Class	√	√	√
Control Class	√	×	√

¹L.R Gay and peter Airaisan. Educational for analysis and Application, (America: Prentice Hall,1992),.p367.

2. Place and Time of the Research

This research has done at MAN1 Padangsidempuan. This subject of research was at grade of students at MAN 1 Padangsidempuan, 2018 academic year, this research had been done at december 2018.

3. Population and Sample

a. Population

According to Marguerite G. Lodico, et al, “A population is the wider group of individuals about which the researcher wants to make statements.”²

According to Suharsimi Arikunto, “Population refers to all subjects of the research.”³ It means population is the total subjects of the research. It is clear that population are total numbers of respondents that will be used as the subjects of the research. The population of this research is all of the eleventh grade students of MAN 1 Padangsidempuan in 2016/2017 academic year. This grade has six classes which consist of 210 students, present as follow:

Table 2
The Population of the Grade XI Students
In MAN 1 Padangsidempuan

No	Class	Total students
1.	X IPA 1	30
2.	X IPA 2	30
3.	X IPA 3	30
4.	X IPS 1	30
5.	X IPS 2	30
6.	X IPS 3	30
Total of Students		210

² Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Methods In Educational Research (From Theory to Practice)*, (USA: Jossey-Bass, 2010), p. 140.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 130.

b. Sample

Gay and Airasian stated that sample comprises the individuals, items or events selected from a larger group referred to as a population.⁴ So, sample is two or more classes that represent the population to be given the test.

To get the sample, the researcher used random sampling. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.⁵ It means random sampling is suitable will use to get sample in this research.

In this research, the researcher chose two classes as a sample. The classes were X IPA-1 as experimental class and X IPA-2 as control class. For X IPA-1 class as experiment class, they had been taught by using cooperative script method and X IPA-2 class as control class had been taught by using conventional strategy. Furthermore, the researcher look how far the effect Of inquiry method to students' reading narrative text

Before using random sampling, first, the researcher used normality and homogeneity test. Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher use *Chi-Quadrate* formula. The formula is as follow:⁶

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

⁴*Ibid.*, p. 121

⁵L.R. Gay and Peter Airasian, *Educational Research.*, p. 123

⁶Anas Sudijono, *Pengantar Statistik Pendidikan.* (Jakarta: PT. Raja Grafindo Persada. 2005), p. 298.

Where:

χ^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). If result $\chi^2_{count} < \chi^2_{table}$. So, it can be concluded that data is distributed normal.

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher use *Harley test*. The formula is as follow:⁷

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

⁷Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*. (Padang: P2LPTK Departemen Pendidikan Nasional. 2003), p. 276

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha(n_1-1) (1= n_2-1)}$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk detominators is (n_2-1) .

Based on above explanation, to know the normality and homogeneity of the sample, the researcher had given the pre-test to the three classes (XI MIA 1, XI IPA 2, and XI IPA 3). After calculated the data, the researcher had found that the three classes were homogenous. So, the researcher chose two classes as a sample. They were XI IPA-1 and XI IPA-2. XIIPA -1 class consisted of 30 students and XI IPA-2 class consisted of 30students.

Table 3
Sample of the Research

c.		
Experimental Class	Control Class	Total
X IPA-1 = 30	X IPA-2 = 30	73

4. Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The researcher used test as instrumentation. Margono says that test is a stimulation that given to someone by means to get answer that

can be foundation to determine a score or numeral. Furthermore, can be concluded that test is a tool use to collect the data in the research.

The researcher collected by giving the multiple choice test. Cryil said, "A multiple-choice questions (MCQs) is the test item usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.

The test that used in this research is chosen an answer from the 4 options to prepare the students' reading comprehension. The test consisted of 50 questions, in which 25 for pre test and 25 for post test. This test had been given to experiment and control class. Each question had been given 5 score to get the students' score in answering the questions. So, the maximum score of test was 100.

Table 4

The Indicator Reading Narrative Test in Pre Test

No	Indicators	Items	Number of items	Score	Total Score
1	Topic sentence	4	1, 7, 13, 19	5	20
2	Main idea	4	2, 8, 14, 20	5	20
3	Supporting sentence	3	3, 9, 15	5	15
4	Conclusion	3	4, 10, 16	5	15

5	Generic structure	3	5, 11, 17	5	15
6	Purpose	3	6, 12, 18	5	15
TOTAL		20			100

Table 5

The Indicator Reading Narrative Test in Post Test

No	Indicators	Items	Number of items	Score	Total Score
1	Topic sentence	4	1, 7, 13, 19	5	20
2	Main idea	4	2, 8, 14, 20	5	20
3	Supporting sentence	3	3, 9, 15	5	15
4	Conclusion	3	4, 10, 16	5	15
5	Generic structure	3	5, 11, 17	5	15
6	Purpose	3	6, 12, 18	5	15
TOTAL		20			100

5. Validity And Reliability Instrument

1. Validity

Anas Sudijono stated that validity is a characteristic of the good test.

To get the validity of an achievement test can be used two ways:⁸

1) Totality of the test validity

⁸Anas Sudijono, *Pengantar Statistic Pendidikan*, (Jakarta :PT Raja Grafindo Persada), p.

2) Item validity

In this research, the researcher has used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consisted of 50 multiple-choice tests. It had been divided in two groups. They were 25 for pre-test and 25 for post-test.

To know the validity of each question will be refer to list r biserial with r_t in 5% significant: 0,349 and 1% significant: 0,449. So, if $r_{\text{account}} > r_{\text{table}}$ the table is classified valid.

To get the validity of test, the formula of r pointbiserial can be used as follow:

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : Mean score of the total score

SD_t : Standard Deviation of the total score

p : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity

2. Instrumental Reliability

Reliability is the degree of accuracy or precision in the measurements made by a research instrument.⁹ Reliability of an instrument can be found by using K-R 25 formula.¹⁰ The formula is as follow:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where:

R_{11} : Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

p : Proporsi Subject who is right Answer(1)

N

q : Proporsi Subject who is Wrong Answer (0)

N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{\text{count}} > r_{\text{table}}$ by using formulation KR-25.

6. Technique of Collecting Data

⁹*Ibid.*, p. 181

¹⁰Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998), p. 182

To get data from students the researcher collected data by giving test to student. Test is some question or view and other tool is used to know how far students' knowledge, ability, intelligence. The test divided into two kind:

a) Pre test

Pre-test is a test giving before doing some treatments to the students. It done to find out the homogeneity of the sample. The function was to know the homogeneity of student control class and experimental class. Researcher hopefully that whole students' reading ability are same. Researcher gives test to experimental class and control class. Test is multiple choices, there are 25 questions.

b) Treatment

Here student need a treatment to see result of research. Treatment in this research is inquiry based instruction method as a variable x. The experimental class and control class was given same material. This was about reading aspect that would be taught by the researcher in diferent methods. The experimental class was given treatment, it was taught by using Inquiry based instruction method. The control class was taught by using conventional method.

In this research, researcher gave some material to group that groups are from sample. The sample was XI MIA 1 as an experimental class and XI MIA 2 was control class. So researcher would gave treatment to experimental class by teaching reading used inquiry based instruction method class by teaching reading narrative text by using conventional method.

Firstly, experimental class, researcher would give pre- test to students. After that, researcher would teach the students by using inquiry

based instruction method and least after teaching them by using method. Researcher would give post-test. Secondly, control class, researcher would teach by using conventional method.

c) Post test

Lastly, post-test is a test giving after doing treatment. That test was done by using inquiry based instruction method and by using conventional method. It did at least meeting in class. It was to know there is some effect after doing treatment or there is no effect to their ability.

7. The Technique of Analyzing Data

The techniques of analyzing data that used by the researcher were:

1. Requirement test

a) Normality test

To know the normality, the researcher used *Chi-Quadrate* formula.

The formula is as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2 =$ Chi-Quadrate

$f_o =$ Frequency is gotten from the sample/result of observation (questioner).

$f_h =$ Frequency is gotten from the sample as image from frequency is hoped from the population.

b) Homogeneity Test

To find the homogeneity, the researcher used *Harley test*. The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F_{\frac{1}{2}} \alpha(n_1-1) (1= n_2-1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk detominators is (n_2-1) .

2. Hypothesis test

Hypothesis is the provisional result of the research. So, the researcher needs to analyze the data which have been divided into two groups: experiment class and control class. Before analyze the data to find the hypothesis, the researcher had calculate the normality and homogeneity of the post-test. It is used to know whether the data is normal and homogenous or not. If the data is normal and homogenous, the formula that must be used to test hypothesis is t-test but if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. Because the result of post-test in this research was normal and homogenous, the data had been analyzed by using *t-test* formula. The formula is as follow:¹¹

¹¹Sugiyono, *Statistika untuk Penelitian*, (Bandung: ALFABETA, 2006), p. 135

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significance

\bar{X}_1 : the average score of the experimental class

\bar{X}_2 : the average score of the control class

s_1^2 : deviation of the experimental class

s_2^2 : deviation of the control class

n_1 : number of experimental

n_2 : number of control class

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of using effect of inquiry method on student ability in reading narrative text, the researcher has calculated the data using pre-test and post-test. The researcher has used of T-test . Next, the researcher describe the data as below:

A. Description of Data

1. Description of Data Before Using Inquiry Method

a. Score Pre-test Experimental Class

In pre-test in experimental class, the researcher matched the result that got by the students in answering the question (test) at the experimental class can be seen in the following table:

Table 7
The Score of Experimental Class in Pre-Test

Total	1528
Mean	68.31
Mode	62.5
Median	13.9
Min score	36
Max score	80

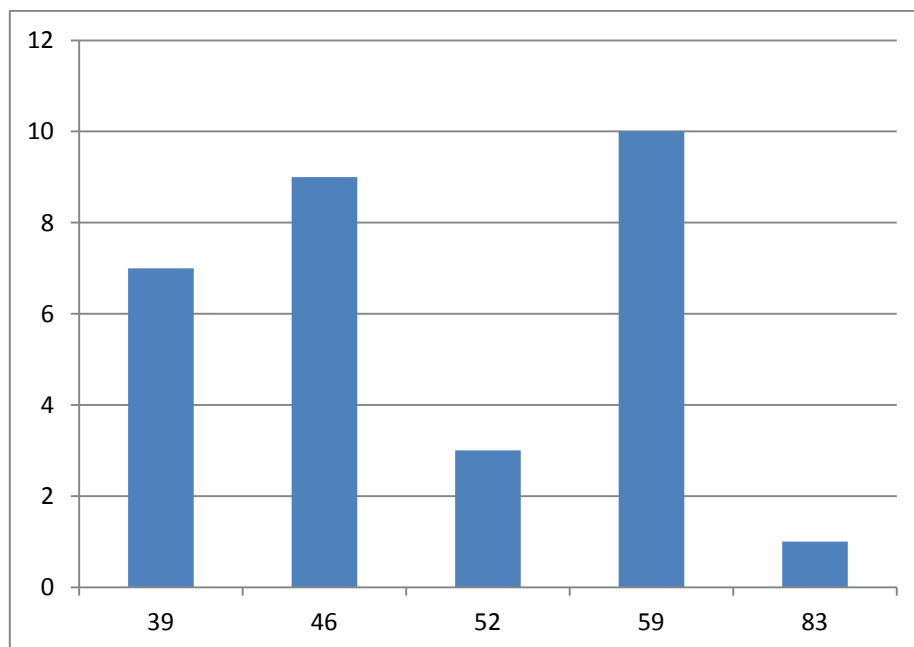
According to table above the total of score in experimental group was mean 68.31 was modus 62.5 was median 13.9 was The researcher got the

highest 80 and lowest score 52. Experiment class can be applied into table frequency as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	36-42	39	7	23%
2	43-48	46	9	30%
3	49-55	52	3	10%
4	56-72	59	10	33%
5	73-79	76	0	0%
6	80-86	83	1	3%
	Total		30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



b. Pre-Test Control Class

In pretes of control class, the researcher alculated the result that had been gotten by the students in answering the question (test). The sore of pre-test control class can be seen in the following table:

Table 9
The Score of Control Class in Pre-Test

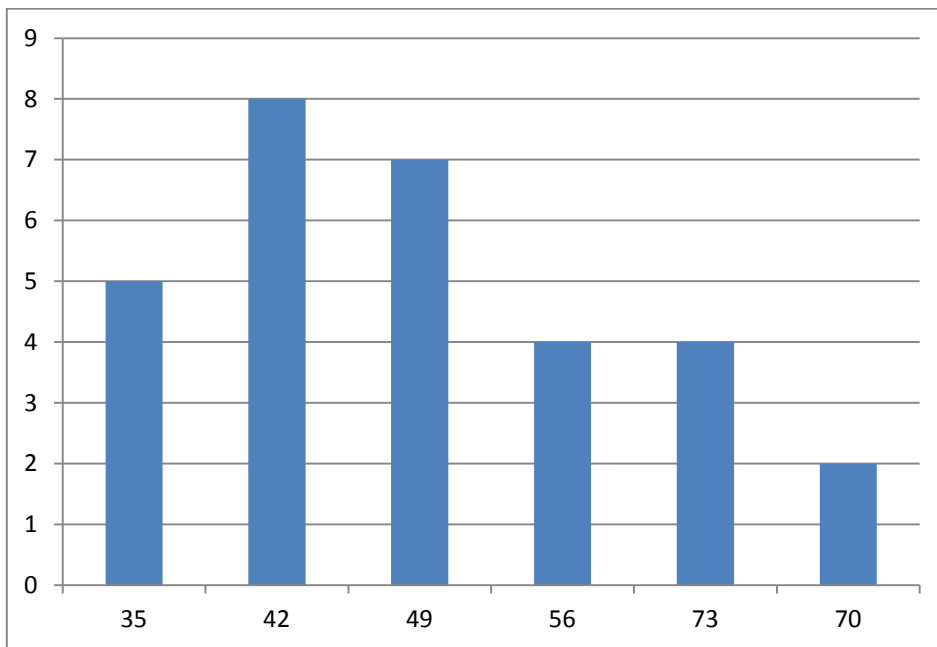
Total	1464
Mean	66
Mode	41.37
Median	46.48
Min. Score	32
Max.score	72

Based on the table above the sum of score control group was 66 mean was 41.37 mode was 73 median was 72 The researcher got the highest score was 80 and the lowest score is 77 Next, the calculation of haw to get it. The students' score group could be applied in the table frequency as follows:

Table 10
The frequency distribution of students' score

No	Interval	Mid Point	Frequency	Percentages
1	32-38	35	5	17%
2	39-45	42	8	31%
3	42-52	49	7	17%
4	53-59	56	4	14%
5	60-66	73	4	14%
6	67-73	70	2	7%
	Total		30	100%

Based on explanation above, it could be drawn at histogram as below:



2. Description of Data After Using Inquiry Method

a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using three inquiry method:

Table 11
The Score of Experimental Class in Post-Test

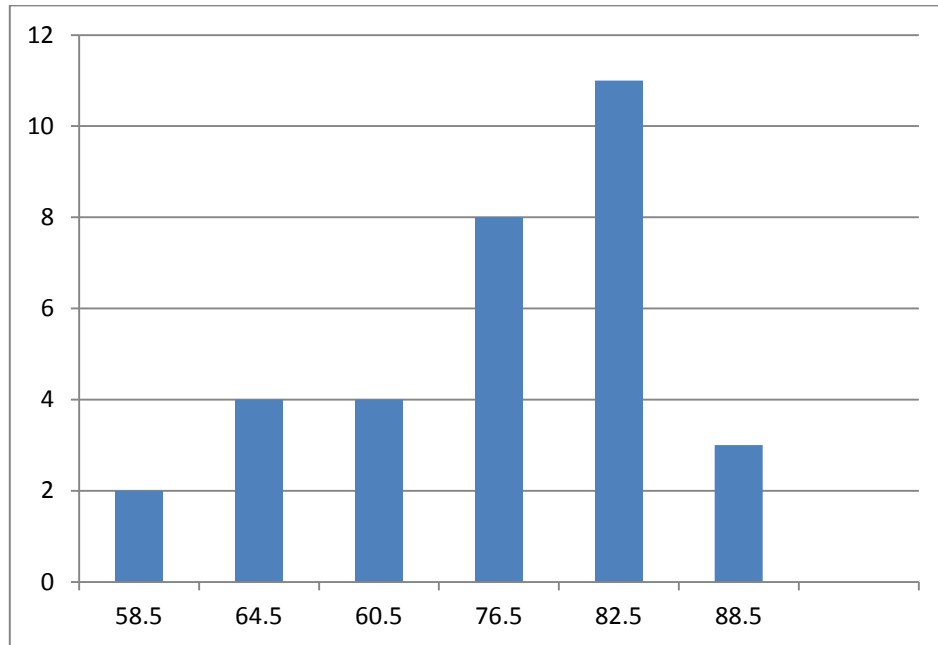
Total	2236
Mean	83
Mode	103.35
Median	88.4
Min score	56
High score	88

Based on the table above the sum of score in experimental class were it was came from respondent answer after researcher gave treatment, mean was 83 mode was 103.35 Median was 88.4. The researcher got the highest score was 88 And the lowest score is 56. The computed of the frequency distribution of the students score of group could be applied in the table frequency distribution as follows:

Table 12
The Frequency Distribution of Students Score

No	Interval	Mid Point	Frequency	Percentages
1	56-61	58.5	2	8%
2	62-67	64.5	4	12%
3	68-73	60.5	4	12%
4	74-79	76.5	8	30%
5	80-85	82.5	11	34%
6	86-91	88.5	1	4%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



b. Score Post-Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of post-test control class can be seen in the following table:

Table 13

The Score of Control Class in Post-Test

Total	2224
Mean	77.65
Mode	75.6
Median	80
Min score	88
High score	56

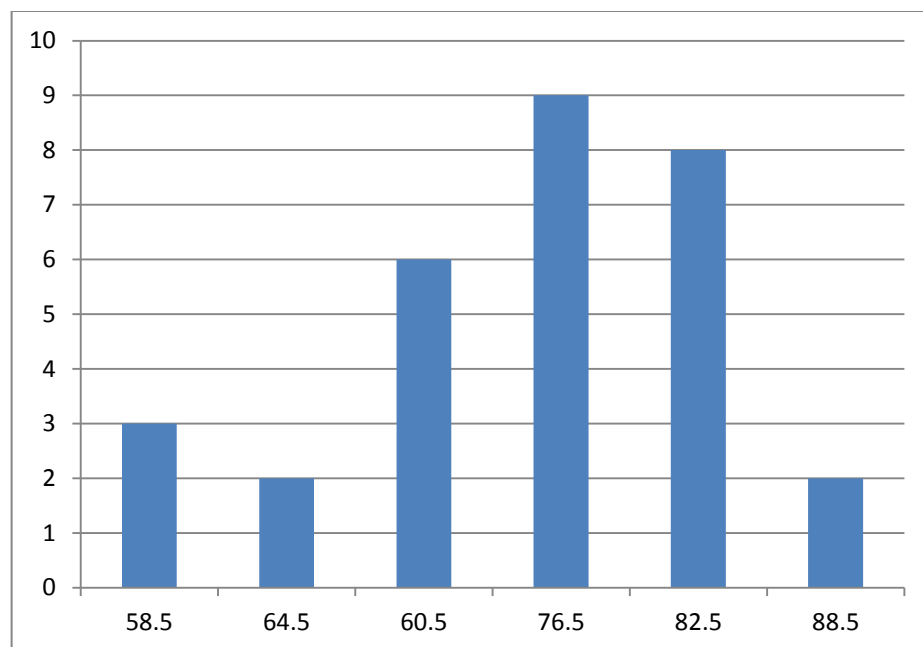
Based on the table above the sum in controll class in post-test was 2224 mean was 77.65 modes was 75.6 median was 80 The researcher got

the highest score was 92 and the lowest score is 68. Next, the calculation on how to get it, it could be applied in the table frequency distribution as follows:

Table 14
Frequency distribution of students score

No	Interval	Mid Point	Frequency	Percentages
1	56-61	58.5	3	10%
2	62-67	64.5	2	10%
3	68-73	70.5	6	12%
4	74-79	76.5	9	29%
5	80-85	82.5	8	27%
6	86-91	88.5	2	10%

Based on the table explanation, it could be drawn as histogram as below:



B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 15
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	7.54	11.070	1.32 < 1.88	
Control Class	3.5	11.070		

Based on the above table researcher calculation, the score of experiment class $L_o = 2.21 < L_t = 11.070$ with $n = 30$ and control class $L_o = 1.12 < L_t = 12.592$ with $n = 36$, and real level $\alpha 0.05$. Cause $L_o < L_t$ in the both class.. It means that experiment class and control class were distributed normal.

2) Homogeneity of Experimental and Control Class in Pre-test

The coefficient of $F_{count} = 1.09$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 30-1 = 29$ and denominator $dk N-1 = 30-1 = 29$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.88$. It showed that $F_{count} 1.09 < F_{table} 1.88$. So, the researcher

concluded that the variant from the data of the Students' Reading Narrative MAN 1 Padangsidempuan

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 16
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	-0.53	11.070	1.63 < 1.88	
Control Class	1.89	11.070		

Based on the table above researcher calculation, the score of experiment class $Lo = 4.24 < Lt = 11.070$ with $n = 36$ and control class $Lo = 0.13 < Lt = 12.592$ with $n = 36$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 20.

2) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $F_{count} = 1.64$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 30-1 = 29$ and denominator $dk N-1 = 30-1 = 29$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.88$. It showed

that $F_{\text{count}} 1.63 < F_{\text{table}} 1.88$. So, the researcher concluded that the variant from the data of the Students' Reading Comprehension at MAN 1 Padangsimpuan by experimental and control class was homogenous.

2. Hypotesis test

Afer calculated the data of post test, research has found post test result to exprimental and control class is normal and homogenius. Based on the result, research used parametic by using T-test to analyze the hypothesis.

Table 17
Result of T-test from the Both Average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.08	1.67	7.33	1.67

$$H_a : M_1 > M_2$$

Where:

$H_a : M_1 > M_2$ "There was a significant effect of cooperative script method on students' reading comprehension."

Based on researcher calculation, researcher found that $t_{\text{count}} 7.33$ while $t_{\text{table}} 1.67155$ with opportunity $(1-\alpha) + 1-5\% +95\%$ and $dk +n_1+n_2 = 30 +30$ was accepted and H_0 was rejected. So, there was the significant effect of cooperative script method on students' reading comprehension. In this case

the mean score of experimental class by using cooperative script method was 85 and mean score of control class 61.18 by using conventional strategy.

3) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $F_{\text{count}} = 1.64$ was compared with F_{table} . Where F_{table} was determined at real α 0.05, and the different numerator dk = $N-1 = 36-1 = 35$ and denominator dk $N-1 = 36-1 = 35$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.88$. It showed that $F_{\text{count}} 1.64 < F_{\text{table}} 1.88$. So, the researcher concluded that the variant from the data of the Students' Reading Comprehension at MAN 1 Padangsimpuan by experimental and control class was homogenous.

C. Discussion

The research finding and shown inquiry had effect on students' reading comprehension. It can be proven by students' mean and percentage. Based on the related findings of this research in chapter II, the students' achievement were: first, supatmi ningsih dwi rahayu, she had done research the title "improving the students' reading comprehension thorough inquiry based learning (A class room action research) to class VIII at SMPN 3 Ngaryoso, it was concluded that the result of the research shown that using inquiry based learning can improve the student' reading comprehension included: (a) students are able to recalling word meaning, (b) students are able the implicit information, and (c) students are able to find the explicit information. The improvement of the class situation, (1) the students can manage the time study and (2) students can study active. In addition,

the improvement also happen to the score. The mean score increases from 52.67 of pre-test to 69.41 of post –test in cycle 1 and 96.35 of post-test in cycle¹

Second, fajriyah Kumala Sari had done research the title is “The Inquiry – Based Teaching to improve the students’ Reading comprehension” It based on the research, it was concluded the research findings shown that,(1) inquiry based teaching is effective to improve the students’ reading comprehension in class. That can be seen from their behavior during the teaching learning process. (2) the strength of the strategy include (a) the improvement of the students mastery of reading text, (b) the change of attitude and conflict management, (c) the raising of motivation and interest, (d) the improvement of vocabulary, (e) leadership values, (f) the improvement of students’ skill of report text, (g) the improvement of students’ mastery of grammar and micro skills for reading, (h) the establishment of self – confidence and trustworthiness, and (i) the establishment of cooperation and collaboration and social values. (j) the improvement of the students’ report text, (k) the improvement of making use of information technology, (l) emotional therapy. Whereas (3) the weaknesses are, (a) the students could not manage the time well and effectively. (b) the students used english is discussion but sometimes their grammar was not correct or even they

¹ Supatmi Ningsih Dwi Rahayu, “Improving Students Reading Comprehension Throught Inquiry Based Learning VIII A Grade At SMP N 3 Ngaryoso, Karangayar, (*Unpublished Thesis*)” Surakarta: English Education Department Graduate Sebelas Maret University.2012.

could not express their idea. (c) the student' vocabulary was poor². The average score was 51.94, it increase into 58 during the cycle 1. The average was increased into 70.32 in cycle II. It increased into 72.90 after cycle III.

The researcher has done the research and found that students' reading comprehension was low before using inquiry based instruction method. After doing the observation, researcher found the problem. Research found that many problems to comprehend the text. Student as reader get miss understanding about the information in the text. They cannot take content or purpose of the writer. Therefore, the student did not comprehend the text when they are reading. It was because method used in teaching reading was boring. Because teacher only used dictionary in teaching reading, students read loudly in front of class. So the student' motivation in learning English especially in reading was low. From the problem, researcher tried to give the treatment to students' reading comprehension was increase. It means inquiry based instruction method was suitable to improve reading comprehension. Could be seen from the score of using inquiry based intruction method was 3077. Both of class got passing grade and they had found high score. 31 (86%) students gut passing grade or improve that means inquiry method is been significant effect. While score post – test of using conventaional method was 2840. Students were in control class got passing

² Fajriyah Kumala Sari, “ The inquiry –Based Teaching To Improve The Students' Reading Comprehension (A Classroom Action Research At SMP MTA Gemolong At IX Grade, (*Unpublished Manuscript*)” Surakarta: Master Of Language Study Muhammadiyah University.2012 .(Ipi25065.Pdf)

grade was 7 (25%), so the hypothesis accepted. Finally, there was an effect of inquiry based instruction on students' reading comprehension.

After the discussed about in score in research, the research explanation the problems in each research, in the research the problems were students as reader get misunderstanding about information in the text. They cannot take content, or purpose of the writer. Therefore, the students did not comprehend the text when they reading. It was because method that used in teaching reading was boring, because teacher only used dictionary in teaching reading, student read loudly in front of class. So that student's motivation in learning English especially was low. But in the experimental class showed some progress, it could the researcher gave learning process.

Furtermore, supatmi Dwi Rahayu had problems in reading comprehension, the problems were the students did not pay attention to the time given. They could not manage the time well effectively. Sometimes they used their time only to read the difficult instruction without paying attention the discussion. Therefore, the time for each group was not enough to discuss their task. Their vocabulary was poor, so although they know what the answer about they cannot express them in English. They used Indonesian language.

The, fajriyah Kumala sari had done problems were students could not manage the time well and effectively, the students used English in discussion that sometimes their grammar was not correct or event they could not express their ideas, the students' vocabulary was poor.

After then discussed about score in the research, it be concluded the problems in reading comprehension for each research were the students' vocabulary was poor, but the studens reading achievement can improve the using inquiry based instruction. All of the researches can improve the students' reading achievement. The differential in this research had been done in different place and the grade of research had also research design.

D. Threats of The Research

The researcher as former in doing this research has many weakness. It was caused by many aspects. In this case the reseacher stated many researchs' smallest skill, they were:

1. The processing the data, may be had simple times, so that why the result was not good as the expert done, and far from being the perfect, because of the limit of the writer.
2. The researcher was lack of knowledge.
3. The researcher did not how's focused of the students in answering the question that given, until possibilty the students cheat or guess.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on result of the reseach, the conclusion of this research are:

Before using inquiry method the mean score of exprimental class was 68.31 and the mean score control class which was taught by conventional strategy was 66. After using inquiry method the mean score of exprimental class strategy was 83. and the mean score of control class which was taught by conventional strategy was 77.65. the research found of t-test where to was higher that tt-to was 7.33 ($7.33 > 1.67$). it means that there ws a significant effect of inquiry method on student reading narrative test where ha was accepted ho was rejected.

B. Suggestion

Based on the conclusion and implication of thus research that mentioned above. The researcher wants to give some suggestion as follows;

1. To the English teacher should applying inquiry method in teaching reading. Especially for teacher in MAN 1 Padangsidimpuan.
2. Based on group comparisons, the findings also that the inquiry method may be more beneficial for students who have more positive attitudes towards reading, and who have better reading perception of their reading narrative.

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CURRICULUM VITAE

A. Identity

Name : Abdul Azis Siregar
NIM : 12 340 0083
Place and Birthday : Padangsidempuan, Desember 6th 1992
Sex : Male
Religion : Moslem
Address : Padangsidempuan utara

B. Parent

1. Father's name : Alm. H Alawi Alhaddad Siregar
2. Mother's name : Yusni Dongoran

C. Educational Background

1. Elementary School : SDN 200222 Padangsidempuan
2. Junior High School : SMP S NU Padangsidempuan
3. Senior High School : MAN 1 Padangsidempuan
4. Institute : IAIN Padangsidempuan

Appendix I

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	MAN 1 Padangsidempuan
Kelas / Semester	:	XI / 1
Standar Kompetensi	:	Memahami makna teks monolog/esei berbentuk <i>narrative</i> secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan
Kompetensi Dasar	:	Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: <i>narrative</i>
Indikator	:	<ol style="list-style-type: none">1. Mengidentifikasi topik paragraph yang dibaca.2. Mengidentifikasi main idea pada teks.3. Mengidentifikasi bagian teks (kalimat utama, isi dan penutup)4. Memberi kesimpulan pada teks5. Memberi nama/term untuk tiap bagian teks6. Mengidentifikasi tujuan dari teks
Aspek / Skill	:	Membaca
Alokasi Waktu	:	2 x 45 menit
Pertemuan ke	:	1 dan 2

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Memahami topik paragraph yang dibaca.
- b. Memahami main idea pada teks.
- c. Memahami bagian teks (kalimat utama, isi dan penutup)
- d. Memberi kesimpulan pada teks

- e. Memberi nama/term untuk tiap bagian teks
- f. Memahami tujuan dari teks

B. Materi Pembelajaran :

a. Social function

Narrative text is a kind of story or even narrated or retold in the spoken or written of social function is to entertain its reader.

b. Generic structure of narrative text

Text elements	Content
Orientati on	An introduction to the characters an and setting of events/story.
Complic ation	The events which lead to the climax (conflict in the story) <ul style="list-style-type: none"> - A description of events as they occur: first..., next..., later..., after..., finally..., - Sequences of events particular to teach character: Once upon..., one day..., long time ago..., many years later..., At night..., after years..., etc...
Resoluti on	It shows the situation in which problem have been solved

c. Language features:

1. Certain nouns, pronouns, animals, and things in the story example the John
2. Adjectives extending noun phrase, such as: a new kid, old house.
3. Time connectives, example: such as, then, before, soon, etc.
4. Adverbs (to show location and time events) such as, in the mountain, happily ever after... etc.
5. Action verb in the past stayed, jumped, was were, etc.
6. Saying verb indicating utterance such as said: told, promised, thought understood.
7. The use past tenses

Task

THE BLACK CAT

I don't expect you to believe the story I am about to write, but in order to die peacefully, I must tell my story.

My wife and I loved pets. One of my wife's favorite pets was Pluto, the cat. Pluto was a very clever black cat.

One day I came home very drunk. I was in a very bad temper. For some reasons, Pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out ! Then I hanged the poor creature until it was dead.

The next morning, I wake up and remembered what I had done and I felt sorry very much. I buried my memory in the drink.

One night my house was burning. There was nothing left, but a strange thing happened. I found out in my bedroom wall the shape of a huge cat with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight.

I regretted and felt sorry for Pluto so I bought another cat to take Pluto's place. This cat had a white patch on its chest.

I soon began to dislike the cat because it often stared at me with a strange and hatred look. It terrified me very much.

One day my wife and I went to the cellar. I was getting drunk at that time. The cat followed us. It got between my feet and nearly made me trip down the stairs. I was carrying an axe in my hand. I was so angry that I raised my axe wanting to kill the poor animal when my wife prevented me from doing so. My rage soon directed the axe at her. She fell dead at my feet.

Then I dug a grave to hide her body inside the cellar wall. I looked for the cat because I decided to kill it too, but I couldn't find it anywhere.

The fourth day after the death of my wife, the police came to my house because of my neighbors' suspicion. The police searched the house and found nothing. I was so glad that I said, "Gentlemen, this is a well-built house. Look at this wall." I lifted a stick and beat the wall in which I had buried my wife.

Question:

1. What is the topic of the text?
2. What is the main idea of the text?
3. Which the following is true according of the text?
4. What do you think the story? It is happy ending or sad ending?
5. Where is the complication of the paragraph?
6. What is the purpose of the text?

Answer:

1. My wife and I loved pets
2. One of my wife's favorite pets was Pluto, the cat. Pluto was a very clever black cat
3. The pluto is a cat
4. The story is very sad because when the cat followed us and it got between his feet and nearly made him trip down the stairs, he was so angry that he raised his axe wanting to kill the poor animal when his wife prevented him from doing so. His rage soon directed the axe at her. His wife fell dead at his feet.
5. The complication is third pragraph is Pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out ! Then I hanged the poor creature until it was dead.
6. To entertain the readers

C. Metode Pembelajaran : Inquiry Method.

D. Langkah-Langkah Kegiatan

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal <ol style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai. 	<ol style="list-style-type: none"> a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.

<p>2. Kegiatan Inti</p> <p>a. Guru memberikan penjelasan mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>b. Guru mengaplikasikan metode inkuiri kepada siswa, yang meliputi:</p> <p>a) Menemukan masalah Guru memotivasi siswa dengan mengajukan pertanyaan tentang narrative teks yang telah dibacakan.</p> <ul style="list-style-type: none"> - Siapa yang ingin menyampaikan apa saja isi dari teks tersebut? - Apa saja generic structur dari narrative teks? <p>b) Menjelaskan materi</p> <ul style="list-style-type: none"> - Guru menjelaskan materi tentang narrative teks, yaitu topic, main idea, supporting sentence, conclusion, generic structure dan purpose of the text. <p>c) Diskusi</p> <ul style="list-style-type: none"> - Guru mengajak siswa untuk melakukan diskusi secara berkelompok dengan 5 orang tiap kelompok. - Guru mengajak untuk tanya jawab antar siswa pada kelompok satu dengan yang lainnya atas jawaban yang telah dikerjakan pada masing kelompok. 	<p>a. Siswa mendengarkan penjelasan dari guru.</p> <p>b. Siswa mengaplikasikan metode inkuiri, yang meliputi:</p> <p>a) Siswa menjawab pertanyaan yang diberikan guru.</p> <p>b) Siswa memahami penjelasan guru tentang narrative teks, yaitu topic, main idea, supporting sentence, conclusion, generic structure dan purpose of the text.</p> <p>c) Siswa melakukan diskusi secara berkelompok dengan 5 orang tiap kelompok untuk membahas jawaban pada materi narrative text.</p>
<p>3. Kegiatan Penutup</p>	

- a. Guru dan siswa bersama-sama menyimpulkan pelajaran.
- b. Guru mengumpulkan soal yang telah dikerjakan siswa.
- c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode inquiry.
- d. Siswa memberi salam kepada guru.

E. Sumber Belajar

- a. Buku teks yang relevan.
- b. Kamus bahasa inggris.

F. Penilaian

- a. Teknik : tes tulisan.
- b. Bentuk : pertanyaan dalam bentuk pilihan ganda.
- c. Instrumen : terlampir di lembar selanjutnya.
- d. Pedoman penilaian

Jawaban benar : skor 5

Jawaban salah : skor 0

Skor maksimal : 100

Jumlah skor maksimal keseluruhan 100

Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Menghitung nilai rata-rata siswa

$$M = \frac{\sum fx}{N}$$

Explanation

M : the mean of the students

$\sum fx$: the total score

N : the number of the students

Appendix II

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	MAN 1 Padangsidempuan
Kelas / Semester	:	XI / 1
Standar Kompetensi	:	Memahami makna teks monolog/esei berbentuk <i>narrative</i> secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan
Kompetensi Dasar	:	Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: <i>narrative</i>
Indikator	:	<ol style="list-style-type: none">1. Mengidentifikasi topik pragraph yang dibaca.2. Mengidentifikasi main idea pada teks.3. Mengidentifikasi bagian teks (kalimat utama,isi dan penutup)4. Memberi kesimpulan pada teks5. Memberi nama/term untuk tiap bagian teks6. Mengidentifikasi tujuan dari teks
Aspek / Skill	:	Membaca
Alokasi Waktu	:	2 x 45 menit
Pertemuan ke	:	1 dan 2

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Memahami topik pragraph yang dibaca.
- b. Memahami main idea pada teks.
- c. Memahami bagian teks (kalimat utama,isi dan penutup)
- d. Memberi kesimpulan pada teks

- e. Memberi nama/term untuk tiap bagian teks
- f. Memahami tujuan dari teks

B. Materi Pembelajaran :

a. Social function

Narrative text is a kind of story or even narrated or retold in the spoken or written of social function is to entertain its reader.

b. Generic structure of narrative text

Text elements	Content
Orientation	An introduction to the characters and setting of events/story.
Complication	<p>The events which lead to the climax (conflict in the story)</p> <ul style="list-style-type: none"> - A description of events as they occur: first..., next..., later..., after..., finally..., - Sequences of events particular to teach character: Once upon..., one day..., long time ago..., many years later..., At night..., after years..., etc...
Resolution	It shows the situation in which problem have been solved

c. Language features:

1. Certain nouns, pronouns, animals, and things in the story example the John
2. Adjectives extending noun phrase, such as: a new kid, old house.
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The next morning, I wake up and remembered what I had done and I felt sorry very much. I buried my memory in the drink.

One night my house was burning. There was nothing left, but a strange thing happened. I found out in my bedroom wall the shape of a huge cat with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight.

I regretted and felt sorry for Pluto so I bought another cat to take Pluto's place. This cat had a white patch on its chest.

I soon began to dislike the cat because it often stared at me with a strange and hatred look. It terrified me very much.

One day my wife and I went to the cellar. I was getting drunk at that time. The cat followed us. It got between my feet and nearly made me trip down the stairs. I was carrying an axe in my hand. I was so angry that I raised my axe wanting to kill the poor animal when my wife prevented me from doing so. My rage soon directed the axe at her. She fell dead at my feet.

Then I dug a grave to hide her body inside the cellar wall. I looked for the cat because I decided to kill it too, but I couldn't find it anywhere.

The fourth day after the death of my wife, the police came to my house because of my neighbors' suspicion. The police searched the house and found nothing. I was so glad that I said, "Gentlemen, this is a well-built house. Look at this wall." I lifted a stick and beat the wall in which I had buried my wife.

Question:

7. What is the topic of the text?
8. What is the main idea of the text?
9. Which the following is true according of the text?
10. What do you think the story? It is happy ending or sad ending?
11. Where is the complication of the paragraph?
12. What is the purpose of the text?

Answer:

1. My wife and I loved pets
2. One of my wife's favorite pets was Pluto, the cat. Pluto was a very clever black cat
3. The pluto is a cat
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5. The complication is third pragraph is Pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out ! Then I hanged the poor creature until it was dead.
6. To entertain the readers

C. Metode Pembelajaran : Conventional Method.

D. Langkah-Langkah Kegiatan

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal <ol style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai. 	<ol style="list-style-type: none"> a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2. Kegiatan Inti <ol style="list-style-type: none"> a. Guru memberikan penjelasan 	<ol style="list-style-type: none"> a. Siswa mendengarkan

<p>mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.</p> <p>b. Guru mengaplikasikan metode konvensional kepada siswa, yang meliputi:</p> <p>a) Guru meminta siswa untuk membaca teks.</p> <p>b) Guru meminta mentranslate teks.</p> <p>c) Guru meminta menjawab pertanyaan pada teks.</p>	<p>penjelasan dari guru.</p> <p>b. Siswa mengaplikasikan metode inkuiri, yang meliputi:</p> <p>a) Siswa membaca teks.</p> <p>b) Siswa mentranslate teks.</p> <p>c) Siswa menjawab pertanyaan pada teks.</p>
<p>4. Kegiatan Penutup</p> <p>a. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>b. Guru mengumpulkan soal yang telah dikerjakan siswa.</p> <p>c. Siswa memberi salam kepada guru.</p>	

E. Sumber Belajar

- a. Buku teks yang relevan.
- b. Kamus bahasa inggris.

F. Penilaian

- a. Teknik : tes tulisan.
- b. Bentuk : pertanyaan dalam bentuk pilihan ganda.
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Jawaban benar : skor 5

Jawaban salah : skor 0

Skor maksimal : 100

Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Menghitung nilai rata-rata siswa

$$M = \frac{\sum fx}{N}$$

Explanation

M : the mean of the students

$\sum fx$: the total score

N : the number of the students

Appendix III

Pre-test

Name :
Class :

Teks 1	This text below is for question number 1 until 7. And then answer the questions below!
---------------	---

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, "My name is Snow White."

Doc said 'if you wish, you may live here with us'. Snow White said, 'oh, could I? Thank you'. Then told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

1. What is the topic of the text?
 - a. Snow White.
 - b. The Seven Dwarfs.
 - c. Doc.
 - d. Uncle and aunt wanted to go to America.
 - e. Dwarfs.
2. What is the main idea of the first paragraph?
 - a. Her uncle and aunt wanted to go to America.
 - b. A little girl named Snow White
 - c. Snow White run away into woods.
 - d. Snow White and the seven dwarfs lived happily ever after.

- e. The dwarfs found Snow White sleeping.
3. Which the following is true according of the text?
 - a. Snow White lived with her parents.
 - b. Snow White lived with her dwarfs.
 - c. Snow White lived with her aunt and uncle because her parents were dead.
 - d. Snow White lived with her uncle.
 - e. Snow White lived with her aunt.
 4. What is the conclusion of the story?
 - a. Her uncle and aunt wanted to go to America.
 - b. A little girl named Snow White, she lived with her aunt and uncle because her parents were dead.
 - c. Snow White run away into woods.
 - d. Snow White and the seven dwarfs lived happily ever after.
 - e. The dwarfs found Snow White sleeping.
 5. What is the complication of the story?
 - a. Her uncle and aunt wanted to go to America.
 - b. A little girl named Snow White, she lived with her aunt and uncle because her parents were dead.
 - c. Snow White run away into woods.
 - d. Snow White and the seven dwarfs lived happily ever after.
 - e. Snow White heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.
 6. What is the purpose of the text?
 - a. To entertain the readers.
 - b. To introduce the Snow White.
 - c. To retell the past event.
 - d. To know how Snow White.
 - e. All answer is true.
 7. The resolution of above text is?
 - a. She ran away into wood
 - b. Snow white in the castle because the both wanted go to America
 - c. The seven dwarfs were coming home from work
 - d. She heard her uncle and aunt talking about leaving snow white
 - e. Snow white did not want her uncle and aunt to do this she decide it would be best if she ran away

Teks 2

This text below is for question number 8 until 14. And then answer the questions below!

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up. Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. ‘How dare you wake me up? Don’t you know that I am king of the beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you! The terrified mouse, shaking and trembling, begged the lion to let him go. ‘Please don’t eat me your Majesty! I did not mean to wake you, it was a mistake.

I was only playing. Please let go - and I promise I will be your friend forever. Who knows but one day I could save your life? The lion looked at the tiny mouse and laughed. ‘You save my life? What an absurd idea!’ he said scornfully. ‘But you have made me laugh, and put me into a good mood again, so I shall let you go. ‘And the lion opened his claws and let the mouse go free. ‘Oh thank you, your majesty,’ squeaked the mouse, and scurried away as fast as he could.

8. What is the topic of the text?
 - a. A Mouse and a Lion.
 - b. A Lion lay sleeping in his den.
 - c. A naughty little mouse ran up his tail.
 - d. A Lion woke up.
 - e. A Lion angry to the Mouse.
9. What is the main idea of the first paragraph?
 - a. A Mouse and a Lion.
 - b. A naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head.
 - c. A Mouse was only playing.
 - d. A Lion opened his claws and let the mouse go free and say thanks to little mouse because made Lion laugh, and put Lion into a good mood again.
 - e. ‘Please don’t eat me your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let go - and I promise I will be your friend forever. Who knows but one day I could save your life?.
10. Which the following is true according of the text?
 - a. A Mouse was only ran up his tail.
 - b. A Mouse was only danced.
 - c. A Mouse was only playing.
 - d. A Mouse was only jumped.
 - e. A Mouse was only woke up the Lion.

- 11 What is the conclusion of the story?
- A Mouse and A Lion.
 - A Lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head.
 - A Mouse was only playing.
 - A Lion opened his claws and let the mouse go free and say thanks to little mouse because made Lion laugh, and put Lion into a good mood again.
 - 'Please don't eat me your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let go - and I promise I will be your friend forever. Who knows but one day I could save your life?.'
- 12 Where is the resolution of the story?
- A Mouse and a Lion.
 - A Lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head.
 - A Mouse was only playing.
 - A Lion opened his claws and let the mouse go free, oh thank you, your majesty, squeaked the mouse, and scurried away as fast as he could.
 - 'Please don't eat me your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let go - and I promise I will be your friend forever. Who knows but one day I could save your life?.'
13. What is the complication of the text?
- Please don't eat me your majesty' i did not mean to make you, it was a mistake
 - Lion grabbed the mouse and, holding him in his large claws, roared in anger
 - A naughty little mouse ran up his tail, onto his back, up his head, so that the lion woke up
 - Who knows but one day I could save your life? The lion looked at the tiny mouse laughed
 - And the lion opened his claws and let the mouse go free, on thankyou, your majesty, squeaked the mouse
14. What is the orientation of the text?
- Lion, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped pn his head, so that the lion woke up
 - Lion opened his claws and let the mouse free
 - I was only playing. Please let go and promise i will be your friend forever
 - How dare you wake me up? Don't you know that i'm king of the beasts?
 - Lion angry grabbed the mouse and, holding him in his large claws, roared in anger.

Teks 3

This text below is for question number 15 until 21. And then answer the questions below!

Long ago, a king had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looks down. She saw a frog. "Oh, please, Frog," said the princess. "I lost my ball down the well. If you bring it back to me, I will do anything you want." Anything at all?" asked the frog. "Yes anything," said the princess.

So the frog dived into the well and gave the ball back to the princess. "I don't want money or property", said a frog. "Let me live with you and be favorite friend. "The princess did not really want to let frog come and live with her as her favorite friend but she was an honest princess. When she made a promise, she kept it. So the frog came back with her to the palace.

One day the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

15. What is the topic of the text?
 - a. The Frog Prince.
 - b. A King had a beautiful daughter.
 - c. Princess loved to play this game.
 - d. Princess lost her ball.
 - e. Frog and princess got married.
16. What is the main idea of the second paragraph?
 - a. A King had a beautiful daughter.
 - b. Princess accidentally tosses her ball too high and fell deep into the well.
 - c. Princess loved to play this game.
 - d. Because frog gave the ball back to the princess, and princess kept her promise for live with her as her favorite friend. One day the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.
 - e. Long ago, a king had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well.
17. Which the following is true according of the text?
 - a. Princess hate to play this game.
 - b. Princess loved to sit.

- c. Princess loved to play this game.
 - d. Princess loved to toss.
 - e. Princess loved to frog.
18. What is the conclusion of the story?
- a. A King had a beautiful daughter.
 - b. Princess accidentally tosses her ball too high and fell deep into the well.
 - c. Princess loved to play this game.
 - d. . One day the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.
 - e. Long ago, a king had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well.
19. Where is the orientation of the paragraph?
- a. A King had a beautiful daughter.
 - b. princess accidentally tosses her ball too high and fell deep into the well.
 - c. Princess loved to play this game.
 - d. Because frog gave the ball back to the princess, and princess kept her promise for live with her as her favorite friend. One day the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.
 - e. Long ago, a king had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well.
20. What is the complication of the text
- a. Everyday the princess would sit by the old palace well and toss a golden ball
 - b. One day she accidentally tosses her ball too high. When it came down, she couldnot catch it.
 - c. I lost my ball dow the well, if you bring ait back to me
 - d. So the frog dived into the well and gave the ball back to princess
 - e. One day the princess discovered that the frog had turned into a handsome
21. What is the resolution of the story?
- a. Long ago, a king had beautiful daughter
 - b. One day she accidently tosses her ball too high
 - c. So the frog dived into the well and gave the ball back to the princes.
 - d. One they the princess discovered that the frog had turned into a handsome princes so they got married and live happily every after
 - e. when she made a promise, she kept it

Teks 4	This text below is for question number 22 until 25. And then answer the questions below!
---------------	---

Two ducks that lived in a big lake had a friend who was a turtle. One year there was a very little rain and the land began to dry up. One of the ducks said to the others, “soon there’ll be no water in this lake”. “Yes, answered the second duck, but first let’s say goodbye to our friend, the turtle”.

When he told the turtle they were going to leave, he said, “I’ll die here without any water and without any friends. Take me with you.” The ducks answered, “We can’t. We are going to fly, and you have no wings.” The turtle thought for a minute and then said, “Please wait here.” Then he went away and found a strong, straight stick. He bought it back to his friends, put the middle of it in his mouth, and said, “Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you.”

“There is one danger,” said the duck, “if you try to talk while we’re carrying you through the air, you won’t be able to hold the stick, so you’ll fall down along way and break your shell.” “All right, answered the turtle,” I promise not to talk while we are in the air. So the duck took the stick and flew away, with the turtle between them. All went well until they were flying over the down. Then some people saw them and shouted, “Look, those ducks are carrying a cat!” the turtle got very angry, “A cat? I’m not ...” He said, but he didn’t get any further. Then, the turtle was died.

22. What is the topic of the text?
 - a. Two Ducks and a Turtle
 - b. Two ducks who lived in a big lake
 - c. A turtle want to fly
 - d. A turtle was died
 - e. The ducks was died
23. What is the resolution of the text?
 - a. The turtle thought for a minute and the sand, please wait here
 - b. Turtle bought it back to his friends, put the middle of it in his mouth
 - c. There his one danger, said the duck, if you try to talk while we’re carrying you through the air
 - d. Then some people saw them and shouted, look, those ducks are carrying a cat! “the turtle got very angry,”
 - e. So the duck took the stick and flew away, with the turtle between them.
24. What is the complication of the text
 - a. When he told the turtle they are going to leave, he said, “I’ll die here without any water and without any friend

- b. Two ducks that lived in a big laked had a friend who was a turtle.
 - c. Turtle bought it back to his friends, put the middle of it in his mouth
 - d. There is one danger,” said the duck, “if you try to talk while we’re carrying you trought the air
 - e. Then some people saw them and shouted, “look, those ducks are carrying a cat!” the turtle got very angry
25. What is the orientation of the text
- a. When he told the turtle they are going to leave, he said,” I’ll die here without any water and without any friend
 - b. Two ducks that lived in a big laked had a friend who was a turtle.
 - c. Turtle bought it back to his friends, put the middle of it in his mouth
 - d. There is one danger,” said the duck, “if you try to talk while we’re carrying you trought the air
 - e. Then some people saw them and shouted, “look, those ducks are carrying a cat!” the turtle got very angry

Padangsidimpuan, 2017

Mengetahui

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Appendix IV

Post-test

Name :
Class :

Text 1	This text below is for question number 1 until 6. And then answer the questions below!
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A long time ago, in a small village near the beach in West Sumatera, a woman and her son lived. They were Malinkundang and her mother. Her mother was a single parent because Malinkundang's father had passed away when he was a baby. Malinkundng had to live hard with his mother.

Malinkundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town. One day, when Malinkundang was sailing, he saw merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malinkundang defeated the pirates. The merchant was so happy and thanked to him.

In return the merchant asked Malinkundang to sail with him. To get a better life, Malinkundang agreed. He left his mother alone. Many years later, Malinkundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.

When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malinkundang has become rich and now he is here". An old woman ran to the beach to meet the new merchant. She was Malinkundang's mother. She wanted hug him, released her sadness of being lonely after so long time.

Unfortunately, when the mother came, Malinkundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely women. For three times her mother begged Malinkundang and for three times he yelled at her. At last Malinkundang said to her, "enough, old women! I have never had mother like you, a dirty and ugly women!" after that, he ordered his crews to set sail. He would leave the old mother again in that time she was full of both sadness and anger.

Finally enraged, she cursed Malinkundang that would turn into a stone if he did not apologize. Malinkundang just laughed and really in the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was late for Malinkundang to apologize. He was thrown by the wave out of his ship. He fell on an island. It was really too late for him to avoid his curse. Suddenly he turned into a stone.

1. What is the topic of the text?
 - a. The Legend of Malinkundang.
 - b. A single parent
 - c. Malinkundang and his mother.
 - d. Malinkundang and his wife.
 - e. Malinkundang and his rich
2. What is the main idea of the first paragraph?
 - a. Malinkundang's father had passed away when he was a baby.
 - b. Malinkundang and his mother live in a small village, Malinkundang's father had passed away when he was a baby.
 - c. Malinkundang was a healthy, diligent and strong boy.
 - d. He make his mother angry, and his mother was full of both sadness and angeriness, finally his mother cursed Malinkundang that would turn into a stone.
 - e. When the mother came, Malinkundang said to her, "enough, old women! I have never had mother like you, a dirty and ugly women!"
3. Which the following is true according of the text?
 - a. Malinkundang was a clever boy.
 - b. Malinkundang was a weak boy.
 - c. Malinkundang was a healthy, diligent and strong boy.
 - d. Malinkundang was a lazy boy.
 - e. Malinkundang was a stupid boy.
4. What is the conclusion of the story?
 - a. Malinkundang's father had passed away when he was a baby.
 - b. Malinkundang and his mother live in a small village, Malinkundang's father had passed away when he was a baby.
 - c. Malinkundang was a healthy, diligent and strong boy.
 - d. He make his mother angry, and his mother was full of both sadness and angeriness, finally his mother cursed Malinkundang that would turn into a stone.
 - e. When the mother came, Malinkundang said to her, "enough, old women! I have never had mother like you, a dirty and ugly women!"
5. What is the complication of the story?
 - a. Malinkundang's father had passed away when he was a baby.
 - b. Malinkundang and his mother live in a small village, Malinkundang's father had passed away when he was a baby.
 - c. Malinkundang was a healthy, diligent and strong boy.

- d. He make his mother angry, and his mother was full of both sadness and angriness, finally his mother cursed Malinkundang that would turn into a stone.
 - e. When the mother came, Malinkundang said to her, “enough, old women! I have never had mother like you, a dirty and ugly women!”.
6. What is the purpose of the text?
- a. To entertain the readers.
 - b. To introduce the Malinkundang.
 - c. To retell the past event.
 - d. To know how Malinkundang.
 - e. All answer is true.

Text 2	This text below is for question number 7 until 12. And then answer the questions below!
---------------	--

Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food.

As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry looking the wolf was, the dog felt sorry for him and said, “You are in terrible shape! You look as if you haven’t eaten for many days.” “You’re right,” said the wolf. “I haven’t eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die. “Then why not join us? Asked the dog.” I work regularly and eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won’t have to worry about your stealing the sheep anymore and you won’t have to worry about going hungry any more. It’s a good deal for both of us.”

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog’s neck was very thin. He was curious about this, for the dog had such a beautiful coat everywhere else.

Finally, he asked the dog about it. “Oh, don’t worry about that,” said the dog. “It’s the place where the collar rubs on my neck when my master chains me up at night.” “Chained up!” cried the wolf, “do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?” that right,” answered the dog. “But, you’ll get used to it soon enough. I hardly think about it anymore.” “But, if I am chained up, then I won’t be able to walk when I want to take a walk or to run where I want to run,” the wolf said. “if I come to live with you, I won’t be free anymore. “After saying this, the wolf turned and ran away.

7. What is the topic of the text?
 - a. A Wolf and a Dog.
 - b. A wolf have little hope of finding food
 - c. A wolf had terrible shape.
 - d. A wolf can help dog and the other dogs guard the sheep
 - e. It is a good deal for both of us.
8. What is the main idea of the second paragraph?
 - a. A Wolf and a Dog.
 - b. A dog out for a walk notice him. Seeing how thin angry looking the wolf
 - c. A wolf very thin.
 - d. A wolf worry because chained up, then the wolf won't be able to walk when the wolf want to take a walk or to run where the wolf want to run, and the wolf turned and ran away.
 - e. A dog invited a wolf for join with them for help dog and the other dogs guard the sheep. In that way, they won't have to worry about stealing the sheep anymore and about going hungry any more.
9. Which the following is true according of the text?
 - a. A wolf very fat.
 - b. A wolf very tall.
 - c. A wolf very thin.
 - d. A wolf very short.
 - e. A wolf very funny.
- 10 What is the conclusion of the story?
 - a. A wolf and a dog.
 - b. A wolf that was nearly dead with hunger, very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair.
 - c. A wolf very thin.
 - d. A wolf worry because chained up, then the wolf won't be able to walk when the wolf want to take a walk or to run where the wolf want to run, and the wolf turned and ran away.
 - e. A dog invited a wolf for join with them for help dog and the other dogs guard the sheep. In that way, they won't have to worry about stealing the sheep anymore and about going hungry any more.
- 11 What is the resolution of the story?
 - a. A wolf and a dog.
 - b. A wolf that was nearly dead with hunger, very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair.
 - c. A wolf very thin.
 - d. A wolf worry because chained up, then the wolf won't be able to walk when the wolf want to take a walk or to run where the wolf want to run, and the wolf turned and ran away.

- e. A dog invited a wolf for join with them for help dog and the other dogs guard the sheep. In that way, they won't have to worry about stealing the sheep anymore and about going hungry any more.
12. What is the purpose of the text?
- a. To entertain the readers.
 - b. To introduce the a wolf and a dog.
 - c. To retell the past event.
 - d. To know how a wolf and a dog.
 - e. All answer is true.

Text 3	This text below is for question number 13 until 18. And then answer the questions below!
---------------	---

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water expect the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

13. What is the topic of the text?
- a. Water did not flooded the village.
 - b. Water spouted.
 - c. A huge lake.
 - d. Shelter and meal.
 - e. Rawa Pening in Salatiga, Central Java, Indonesia.
14. What is the main idea of the second paragraph?

- a. He knocked at every door and asked for some food
 - b. The old women gave him a “lesung” a big wooden mortar for founding rice
 - c. While he was passing through the village, he was many people gathering on the filed
 - d. Suddenly, form the hole left by stick, water spouted out
 - e. As she told him, he used the “lesung”
15. Which the following is true according of the text?
- a. Rawa Pening in Banten, Central Java, Indonesia
 - b. Rawa Pening in Sidoarjo, Central Java, Indonesia
 - c. Rawa Pening in Salatiga, Central Java, Indonesia
 - d. Rawa Pening in Ciputat, Central Java, Indonesia
 - e. Rawa Pening in Rawa Mangun, Central Java, Indonesia
16. What is the conclusion of the story?
- a. Water did not stop until it flooded the village.
 - b. A little poor boy came into a little village who very hungry and weak.
 - c. Rawa Pening in Salatiga, Central Java, Indonesia.
 - d. Suddenly water spouted out and didn't stop until it flooded the village, so the whole village became a huge lake.
 - e. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia
17. Where is the complication of the story
- a. He knocked evey door and asked for some food, but nobody cared about him
 - b. She gave him shelter and a meal when the boy wanted to leave
 - c. They boy came closer and saw a stick stuck in the ground,people challange each other pull out that stick
 - d. She reminded, please remember if there is a flood you must save your self
 - e. Suddenly, from the hole left by stick, water spouted out.
18. Where is the supporting sentence of the story
- a. Once upon a time, there was a little poor boy come into a little village
 - b. He knocked every door and asked for some food, but nobody cared about him
 - c. They boy come closer and saw a stick stuck in the ground
 - d. A generous woman helped him, she gave him shelter and meal
 - e. She reminded him, please remember, if there is a flood you must save your self

Text 4	This text below is for question number 19 until 20. And then answer the questions below!
---------------	---

One day, when the chicken was talking in the jungle, she found a banana tree. The banana tree had ripe bananas

She wanted to eat the bananas but unfortunately, she could not climb it. She got an idea, she asked for the monkey to climb the tree and pick the bananas up for her.

She looked for the monkey and found him on the top of the coconut tree. She said to the monkey, "Could you take some bananas? You may take some of them if you want to." The monkey said, "Yes I could and I promise I would give you some bananas."

After they had got into that palace, they monkey climbed the tree fast. Soon as he reached the top of the tree, he forgot his promise. He ate all of the bananas by himself while the chicken was only given the banana peels. The chicken was angry and left the monkey who has eating greedily.

Finally the monkey was too full, he felt asleep on the tree. Suddenly, there was strong wind and the monkey fell down into the ground. His head hit the stone and the greedy monkey was died.

19. What is the topic of the text?
- The monkey and the chicken.
 - The chicken found a banana tree.
 - The chicken asked for the Monkey to climb the tree.
 - The monkey felt asleep on the tree.
 - The monkey fell down into the ground.
20. What is the main idea of the second paragraph
- Chicken asked for the monkey to climb the tree and pick the bananas up for her.
 - The monkey and banana
 - The monkey fell down into the sleep
 - The chicken was walking in the jungle, she found banans tree, then she asked for monkey to climb the tree
 - The monkey head hit the stone and the greedy monkey was died
21. What is the orientation of the story
- Chicken wanted to eat the bananas but unfortunately, she could not climb it.
 - Chicken looked for monkey and found him on the top of the coconut tree
 - After they had got into that palace, they monkey climbed the tree fast

- d. One day, when the chicken was talking in the jungle, she found a banana tree.the banana tree had ripe bananas
- e. Finally the monkey was too full, he felt asleep on the tree

22. What is the complication of the story

- a. The chicken was angry and left the monkey who has eating greedily
- b. Chicken looked for monkey and found him on the top of the coconut tree
- c. After they had got into that palace, they monkey climbed the tree fast
- d. One day, when the chicken was talking in the jungle, she found a banana tree.the banana tree had ripe bananas
- e. Chicken wanted to eat the bananas but unfortunately, she could not climb it

23. what is the resolution of the story

- a. Chicken wanted to eat the bananas but unfortunately, she could not climb it.
- b. Chicken looked for monkey and found him on the top of the coconut tree
- c. After they had got into that palace, they monkey climbed the tree fast
- d. She looked for the monkey and found him on the top of the coconut tree.She said to the monkey," could you take the bananas?
- e. Monkey forgot his promise. He ate all of the bananas by himself while the chicken was only given the banana peels

24. what is conclusion of the story

- a. Chicken wanted to eat the bananas but unfortunately, she could not climb it.
- b. finally the monkey was too full, he felt asleep on the tree. Suddenly, there was strong wind and the monkey fell down into the ground
- c. After they had got into that palace, they monkey climbed the tree fast
- d. Chicken looked for the monkey and found him on the top of the coconut tree.She said to the monkey," could you take the bananas?
- e. Monkey forgot his promise. He ate all of the bananas by himself while the chicken was only given the banana peels

25. Which the following is true according from the text?

- a. The monkey climbed with the chicken
- b. The monkey climbed the tree slowly
- c. The monkey climbed the tree fast
- d. The monkey climbed the tree carefully
- e. The monkey climbed the coconut

Padangsidempuan, 2017

Mengetahui

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Nomor : /In.19/E.6a/PP.00.9/10/2016 Padangsidimpuan, Oktober 2016
Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Sojuangon Rambe, S.S,M.Pd (Pembimbing II)

Di –

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Abdul Azis Siregar / NIM. 12 340 0083
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Inquiry Method on Students' Ability in Reading Narratrive Text a Tudy at the Eleventh Grade Of MAN 1 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

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Pernyataan Kesiediaan Sebagai Pembimbing

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BERSEDIA/TIDAK BERSEDIA

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