

THE EFFECT OF INQUIRY METHOD ON STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT (A STUDY AT THE ELEVENTH AL- ABRAAR SIONDOP JULU ANGKOLA SELATAN IN 2020/2021 ACADEMIC YEAR)

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Abstract :The purpose of this research to know 1) the application of inquiry method on students' reading comprehension of analytical exposition text , 2) The students' reading comprehension of analytical exposition text before and after using inquiry method, 3) whether there is any significant effect of inquiry method on students' reading comprehension of analytical exposition text. This research used experimental method with the pre-experimental design by using one-group pretest and posttest design. The sample of this research is 22 students of class XI-C by using purposive sampling. In collecting the data, the researcher used observation sheet and test. The result of the research are 1) application of inquiry method was 3.3 (very good category), 2) the average score of students' reading comprehension of analytical exposition text before and after using inquiry method is 43.36 (fail category) and is 72.95 (good category), 3) The results of the analysis show that t_{test} is greater than t_{table} . ($7.77 > 2.08$). So, the hypothesis is accepted. It means that there is any significant effect of inquiry method on reading comprehension of analytical exposition text for class XI- C students' of MAS AL- Abraar Siondop Julu Angkola Selatan.

Key Word: Reading Comprehension, Analytical Exposition Text, Inquiry Method

Abstrak : Tujuan penelitian ini untuk mengetahui 1) penerapan metode inkuiri terhadap pemahaman membaca siswa teks eksposisi analitik, 2) pemahaman membaca siswa teks eksposisi analitik sebelum dan sesudah menggunakan metode inkuiri, 3) apakah ada pengaruh signifikan metode inkuiri terhadap pemahaman membaca siswa teks eksposisi analitis. Penelitian ini menggunakan metode eksperimen dengan desain pre-experimental design dengan menggunakan one-group pretest and posttest design. Sampel penelitian ini adalah 22 siswa kelas XI-C dengan menggunakan purposive sampling. Dalam mengumpulkan data, peneliti menggunakan lembar observasi dan tes. Hasil penelitian ini adalah 1) penerapan metode inkuiri sebesar 3,3 (kategori sangat baik), 2) nilai rata-rata pemahaman membaca siswa teks eksposisi analitik sebelum dan sesudah menggunakan metode inkuiri adalah 43,36 (kategori gagal) dan 72,95 (kategori baik), 3) Hasil analisis menunjukkan bahwa thitung lebih besar dari ttabel. ($7,77 > 2,08$). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan metode inkuiri terhadap pemahaman membaca teks eksposisi analitis siswa kelas XI-C MAS AL-Abraar Siondop Julu Angkola Selatan.

Kata Kunci: Pemahaman Membaca,Teks Analytical Exposition, Metode Inkuiri

I. INTRODUCTION

Reading is one of the four skills that cannot be neglected. Reading is not passive but rather an active process, involving the reader in continuing interaction with the text. Reading is not an easy process because it involves the work eye and brain almost to get information or message from the text. Reading is very important because from it we'll know about something that unknown before. In fact, not all students are successful in reading. The students still have a low capability in reading analytical exposition text. For example in MAS AL- Abraar Siondop Julu Angkola Selatan. There are many students still weak in English mainly in reading comprehension of analytical exposition text. It can be seen from the students' reading comprehension score that have been observed by the researcher and also give a reading test as the pre-test at the eleventh grade of MAS AL-Abraar Siondop Julu Angkola Selatan in March 2021. The pretest was about reading analytical exposition text. In this case the researcher find the score of pretest in reading comprehension analytical exposition text from 22 students the researcher get the average score only 50, meanwhile they are expected to get 70. It means that students

at the eleventh grade of MAS AL- Abraar Siondop Julu Angkola Selatan have low capability in reading analytical exposition text.

Many efforts have been done by the teacher of English to solve this problem such as asking the students to be diligent in study, giving an English course, giving task, giving remedial test, giving motivation. But the students reading comprehension is still low. This problem is affected by some factors either internal factors and external factors such as, low confidence, lack of vocabulary, lack motivation, less understanding in grammar, lack of learning facility, bad environment, and unsuitable method of teaching. If this problem cannot be solved, researchers are afraid that the result of students learning achievement will decrease and they cannot master reading comprehension and if they graduate from school they cannot read and write to establish a job.

To solve the problem there are many method that can be used by the researcher, for example jigsaw method, pair check method, course review horay method, and inquiry method. In this research the researcher will focus on inquiry method. Inquiry method is a method to learning that emphasizes the students role in learning process, with this method the students can be active to following the learning process. Inquiry method is a way to

enhances the comprehension and memorizing fact and taking notes. It can make students comfortable and motivated in joining the learning. So, the researcher hopes by using this method of teaching, the students will be more active in studying especially to increase their reading comprehension of analytical exposition text.

Based on the explanation above, the researcher is interest to conduct a research entitles “The Effect of Inquiry Method on Students’ Reading Comprehension of Analytical Exposition Text (A study at the Eleventh Grade of MAS AL- ABRAAR Siondop Julu Angkola Selatan in 2020/2021 Academic Year).”

1. Nature of Reading Comprehension of Analytical Exposition Text

Reading comprehension is a interactive process involving the readers and how to understand of the text. The readers effort and mental is in order to understand a text that is read or the process of constructing meaning from a text by books, newspaper, magazines and another media. According to Oakhill et al., (2015: 1), Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. According to Klingner et al., (2007: 8), Reading comprehension involves much more than readers responses to text. According to Chair (2002: 11), Reading

comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Based on explanation above, the researcher concluded that reading comprehension is informing to audience or reader the process how to understand of the text with highly complex process bring knowledge previous to know meaning interaction and involve with written language after read the students can conclude text.

2. Indicator of Reading Comprehension of Analytical Exposition Text

According to Nuttal (1985) in Simanjuntak (without years: 2) concluded that there are five significant elements of writing, they are:

- a. Main idea
- b. References
- c. Inferences
- d. Vocabulary

3. Inquiry Method

Inquiry method is a form learning activities that starts by posing question or problem, from this learning can enhances comprehension and memorizing facts and taking notes. It can increase learning skills, confidence and success. According to Hamalik (2006:220) in Istarani (2012:133), a students centered strategy which groups of students inquiry into an issue or look for an issue answer of the content of a question through a clearly outlined and structurally defined procedure, groups. From the above explanation, the researcher concludes that inquiry method is a method of learning with student centered to find about issue and answer of the content with clear.

II. METHODOLOGY OF THE RESEARCH

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. According to Sugiyono (2014: 3) methodology of the research is scientific way to collect the data with certain aim and use. Furthermore, Rangkuti (2016: 14-16), there are some kinds of research methodology, they are survey, ex post facto, experimental research, naturalistic, policy research, action research, evaluation, historical research, and development research. Based on opinion above, the researcher used

experimental method because the method is very suitable to find out the cause effect relationship between two factors. Based on explanation above the researcher concludes that experimental research is the method that used to find cause and effect of variable in controlled condition. This study applied the Pre-experimental design by using One-group Pre-test Post-test design, the researcher wants to find out whether any significant effect of inquiry method on students' reading comprehension of analytical exposition text.

The population in the research is all of the students at the eleventh grade of MAS AL-Abraar Siondop Julu are 41, and sample are 22. To taking the sample, the researcher used purposive sampling.

Instruments is a tool that is used by researcher to collecting data in order to make it easier and result of the research is more complete. According to Sugiyono (2014: 148) instrument of the research is a tool used to measure observed natural and social phenomena. In this research, the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about reading comprehension of analytical exposition text in class XI-C MAS AL-

Abraar Siondop Julu. The researcher have been got score it, the researcher showed the result of the research. The result of inquiry method on students' reading comprehension of analytical exposition text is the data of the research. Then, the researcher described the data calculated by using statistical process. which got from the observation sheet about the application of inquiry method can be seen from 13 aspects observed by the observer the total score got score 43 and mean 3.3 it was very good. The test which gave by the researcher to measure the students' reading comprehension of analytical exposition text before and after using inquiry method. The higherst score before and after using inquiry method was 50 and 85. The lowerst score before and after using inquiry method was 20 and 60. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

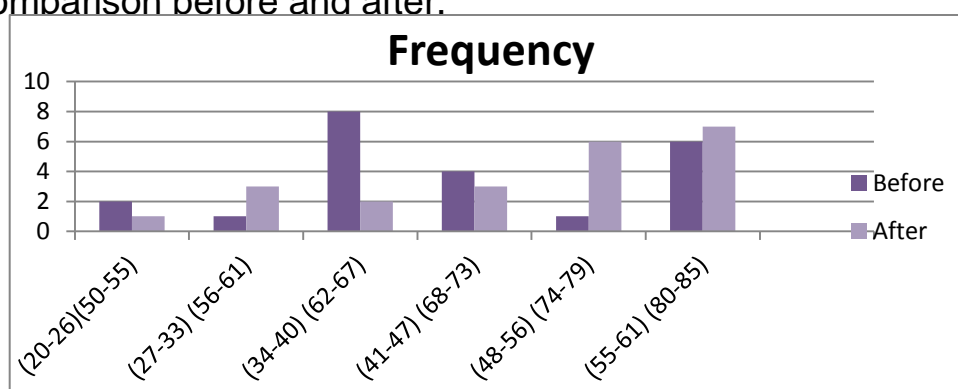


Figure 6: Histogram of Students' Reading Comprehension of Analytical Exposition Text Before and After Using Inquiry Method

IV. DISCUSSION

Based on the the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 7.77 . while , the samples were 22 students. From the calculation above, it can be known that t_{test} was 7.77 and t_{table} is known as number 2.08 at 5% significant level with degree of freedom (df) $22-1 = 21$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It was found that t_{test} was bigger than t_{table} ($7.77 > 2.08$).

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of inquiry method on students, reading comprehension of analytical exposition text at the eleventh grade of MAS al- abraar Siondop Julu is 3.3 it is categorized “Very Good“, The students” reading comprehension before and after using inquiry method at the eleventh grade of MAS AL-Abraar Sinodop Julu before is 43.04 categories “bad” and after is 72.95 categories “Good”. So, there is a significant effect of using inquiry method on students” reading comprehension of analytical exposition text. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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