

**THE EFFECTIVENESS OF INQUIRY METHOD IN TEACHING  
READING AT EIGHTH-GRADE OF SMPN 1 BELIK, PEMALANG**



**AN UNDERGRADUATE THESIS PROPOSAL**

**Submitted to the faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
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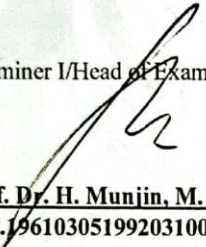
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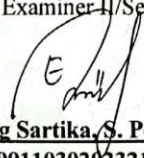
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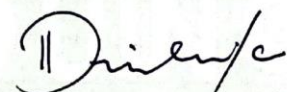
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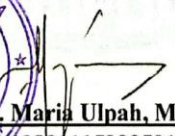
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## MOTTO

“Sesungguhnya bersama kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari suatu urusan), tetapkanlah bekerja keras (untuk urusan yang lain)”.

-QS. Al-Insyirah : 6-7-



## **DEDICATION**

I dedicate this thesis to:

My beloved parents, Ahmad Sobari and Naryati

My beloved siblings, Alwan Ahmad Musyafiq and Rafani Ayasha Anindita

My Lovely Family



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In the name of Allah, the most graceful, the most. The praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of Inquiry Method in Teaching Reading at Eighth-Grade of SMPN 1 Belik, Pematang” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to real life light of life.

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Purwokerto, January 3, 2024



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## ABSTRACT

### THE EFFECTIVENESS OF INQUIRY METHOD IN TEACHING READING AT EIGHTH-GRADE OF SMPN 1 BELIK, PEMALANG.

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This study aims to determine whether the Inquiry method affects the teaching reading of students in grade VIII SMPN 1 Belik, Pemalang. This study used a quantitative experimental method which used a quasi-experimental design. The population of this study was the VIII grade students of SMPN 1 Belik, Pemalang consisting of 288 students meanwhile, the sample of this research was chosen by random sampling consisting of 64 students. The sample was selected using random sampling, with class VIII B as the experimental class and class VIII F as the control class. In collecting data, this study used pre-tests and post-tests in the form of multiple-choice questions. IBM SPSS v. 26 for Windows was used to analyze the data. The results of the paired sample t-test showed a significant difference in the English learning of experimental class students before and after the treatment. The pre-test mean score was 58.44, while the post-test mean score was 83.44. The independent t-sample test results show that the t-count value is higher than the t-table value which is  $2.683 > t\text{-table } 1.670$ . It is clear from the t-table t-count value that  $H_a$  is accepted and  $H_0$  is rejected. The sig. 2-tailed value is  $0.000 < 0.05$ . Based on the t-count value on the t-table, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Keywords: *Inquiry Method, Teaching Reading, Experimental Research*

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## CHAPTER I INTRODUCTION

This chapter explains the background of the research, operational definition, research question, objective, and significance of the research, and organization of the paper.

### **A. Background of The Research**

English teaching equips learners with the ability to think critically, creatively, and cooperatively. These competencies are given so that learners can have the ability to obtain, manage, and utilize information to solve the problems they face. In English there are four skills namely, listening, reading, speaking, and writing. One of the most important skills for students learning English, especially for those learning the language as a second language is reading. According to Grabe and Stoller, reading is an important way for children to learn in order to understand concepts differently or acquire new information<sup>1</sup>.

Usually, reading instruction helps students to understand important information from a text that is difficult to understand. Students should read each paragraph in a passage, understand it, and record the important information of each paragraph. The most important information in each passage is the first paragraph of each paragraph. Until now, students feel very anxious and frustrated when they have to memorize the main points of paragraphs, making it difficult for them to understand the material. If this continues, it will have a significant negative impact on reading success. Thus, a learning method that can support teaching and learning activities well is needed.

In the teaching process, a teacher has the responsibility to teach knowledge to students. The teacher's goal is to make students know about the material being studied. To achieve the desired goal, a good teaching process is needed. A teacher is required to be able to master various kinds of teaching methods well and be able to present material to students appropriately. Because with the success of a teacher in managing his class, it can be said that the teacher has succeeded in implementing his teaching.

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<sup>1</sup> William Grabe and Fredricka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second of oreign Language*, 3rd ED. Marianne Celce-Murcia (Boston: Heinle&Heinle, 2001), p. 87.

The method is part of the curriculum where the method and the teacher are one whole unit, however, the teacher is required to use not only one method, but also must use more than one method in delivering the material given to students. There are many methods used by teachers in the classroom, one of which is the inquiry method. Hamruni explained that inquiry learning is a series of learning activities that emphasize the process of thinking critically and analytically to seek and find answers to a questionable problem<sup>2</sup>. Meanwhile, Pasaribu and Rede say the inquiry method is a method that places and requires teachers to help students find their data, facts, and information from various sources so that these activities can provide experience to students<sup>3</sup>. In other words, the teacher in the inquiry method acts as a facilitator by not interfering with the activities of students, so that students are more easily directed with activities to find and search for their data from various sources, it is easier for students to gain learners are more easily directed so the activities of finding and looking for their data from various sources make it easier for students to get meaningful experiences in their lives.

The results of observations during the learning process in Class VIII of SMPN 1 Belik, Pematang, can be stated that teaching reading has not made students active, when reading teaching activities take place, most students have not followed the learning well. They are generally less serious, and less active during the teaching reading process, many students are busy by themselves and do not do reading activities well. Furthermore, when the teacher explained, many students did not pay attention to the teacher's explanation. The students seemed uninterested in the learning that took place and looked bored with what the teacher delivered.

The alleged cause of poor student activity during the classroom learning process is because the teacher still applies the lecture method. The lecture method has several weaknesses, as revealed by Mundilarto that the lecture method results in a lack of student participation. Students become passive, less incisive in class, and less creative in thinking<sup>4</sup>.

Therefore, a solution is needed so that students can be more active in participating in English lessons, including by applying the Inquiry method which can

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<sup>2</sup> Hamruni. (2012). Strategi Pembelajaran. Yogyakarta: Insan Madani, 2012, hal. 88

<sup>3</sup> Maili, S. N., & Passandaran, Y. M. (2020). Penerapan Metode Inkuiri Dalam Pembelajaran Bahasa Inggris Di MTs Nurussaadah Poltangan Jakarta Selatan. *Judika (Jurnal Pendidikan UNSIKA)*, 8(2), 141-148

<sup>4</sup> Mundilarto. (2012). Keefektifan pendekatan inquiry based learning untuk peningkatan karakter siswa SMA pada pembelajaran fisika. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*. LPPMP-UNY.

provide opportunities for students to seek and find information with or without teacher assistance. This is in line with Ramasari's opinion that the Inquiry-Based learning approach has advantages in the learning process. By applying this inquiry approach, it can improve students' ability to understand reading texts, students have high motivation and are active in the learning process<sup>5</sup>. This approach can be used in the English teaching and learning process, especially to develop students' scores as the final result in reading comprehension. According to Muafif in his research explains that using the inquiry method to teach reading is a good innovation. This method can stimulate students' interest in reading<sup>6</sup>. Burhanuddin also argues that the application of the inquiry method in teaching reading can improve students' achievement and ability to understand reading material<sup>7</sup>. Thus, by using the inquiry method students can capture the ideas in reading and understand paragraphs more easily. Thus, that students will not find difficulties in getting ideas in a reading.

Several studies by Ramasari, Muafif, and Burhanuddin have discussed the use of inquiry methods in teaching reading. These studies proved that the use of inquiry method is effective to improve students' reading comprehension. The similarity of these studies is that they both examine the use of inquiry method as a descriptive text learning method and to improve the student's reading comprehension. However, there is no research that focuses on analyzing the effectiveness of inquiry method in teaching reading and what type of inquiry was used during the research.

This research discusses the effectiveness of inquiry method in teaching reading in class VIII of SMPN 1 Belik, Pematang. This research analyzed the effectiveness of inquiry method in teaching reading. Therefore, the research conducted a study entitled **"The Effectiveness of Inquiry Method in Teaching Reading at Eighth-Grade of SMPN 1 Belik, Pematang"**.

## **B. Operational Definition**

### **1. Definition of Reading**

According to Brown, the act of reading involves negotiating meaning. During this process, readers apply their initial comprehension to subsequent reading

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<sup>5</sup> Ramasari, M. (2020). Teaching Reading Comprehension for the Tenth Grade Students By Applying the Inquiry Based Learning Approach. *Jurnal Perspektif Pendidikan*, 14(1), 46-57.

<sup>6</sup> Muafif A, (2013). The Effectiveness of Inquiry Method To Teach Reading of Descriptive Texts (An Experimental Study at the Eighth Grade of MTs NU Nurul Huda Semarang in the Academic Year of 2013/2014)

<sup>7</sup> Burhanuddin, W. (2012). Using Inquiry Method to Improve the Students' Reading Comprehension (a Classroom Action Research). *None*, 1(1), 126-146.



sections until they ultimately grasp the significance of the materials they have perused. One may argue that readers' comprehension of the text results from the interaction between their ideas and the texts' meanings<sup>8</sup>. Furthermore Carrel et al. that reading is a receptive linguistic activity. While the reader decodes the language to think, the writer encodes thought as a language. This definition demonstrates how a writer uses language to convey a concept through reading, and how a reader engages with language to comprehend a writer's notion<sup>9</sup>. From these theories, it can be concluded that reading is conveying ideas and meaning from a reading.

## **2. Teaching Reading**

According to Brown teaching is an activity that demonstrates or aids students in learning how to perform a task, provides guidelines for learning, aids in the acquisition of knowledge, and imparts new information<sup>10</sup>. While Hibbard and Elizabeth explained decoding abilities, fluency, and reading comprehension are all important components of the complex process of teaching reading<sup>11</sup>. It can be concluded that teaching reading is an activity that aids students in gaining, understanding, or obtaining knowledge. Teachers should provide their pupils with the opportunity to fulfill their goals.

## **3. Main Principles of Teaching Reading**

When teaching reading, several principles should be considered as follows<sup>12</sup>:  
 First principle: Encourage kids to read as much and as frequently as they can.  
 Second principle: Students must be actively involved in the material they are reading.  
 Third principle: Encourage pupils to focus not only on the structure of a text but also on how they are feeling about it and how they are responding to its content.  
 Fourth principle: The key component of reading is prediction.  
 Fifth Principle: When utilizing texts for deep reading, match the task to the subject.  
 Sixth principle: Skilled educators fully utilize the skills of reading texts.

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<sup>8</sup> Brown, H. Douglas. 2004. Language Assesment: Principles and Classroom Practices. New York. Pearson Education. Inc

<sup>9</sup> Carell, Patricia L. 1993. Interactive approaches to second language reading. Cambridge University Press

<sup>10</sup> Brown, H. D. (2000). Teaching by Principle an Interactive Approach to Language Pedagogy. New York: Addison Wesley Longman, Inc.

<sup>11</sup> Hibbard, K.M and Elizabeth A. Wagner. (2013). Assessing and Teaching Reading Comprehension and Writing. New York: Eye on Education.

<sup>12</sup> Voinalovych, L. (2014). Main Principles of Teaching Reading.

#### 4. Inquiry Method

Harlen says that inquiry is widely used in everyday life, education, and other professional activities. It is sometimes equated with research, investigation or truth-seeking<sup>13</sup>. The inquiry learning method is a series of learning activities that emphasize the critical and analytical thinking process to seek and find answers to questionable problems<sup>14</sup>. So, the inquiry method is a teaching method where students investigate a problem and encourage students to think critically.

#### C. Research Question

From the research background written above, it identified the following research question: Is the Inquiry Method effective for teaching reading in eighth-grade of SMPN 1 Belik, Pematang?

#### D. Objective and Significances of The Research

The objective and significance of this research can be formulated as follows:

##### 1. Objective of The Research

Based on the research questions above, this study aims to determine the effectiveness of the inquiry method in English learning in grade 8 of SMPN 1 Belik.

##### 2. Significances of The Research

This research will provided benefits and contributions for instructors and other academics:

##### 1. Theoretically

- a. This research is expected to provide quality in English language learning.
- b. This research is expected to provide a more interesting method in the English learning process.
- c. This research is expected to be used as a reference for further research.

##### 2. Practically

- a. For teacher

<sup>13</sup> Harlen, W. (2014). Helping Children's Development of Inquiry Skills. *Inquiry in primary science education*, 1(1), 5-19.

<sup>14</sup> Lutfi, M. (2014). Pengaruh Penerapan Metode Inquiry Terhadap Motivasi Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam di Sekolah menengah Pertama Negeri 3 Rumbio Jaya Kabupaten Kampar (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

The results of this study are expected to help teachers in choosing appropriate methods of teaching English to motivate students to learn English.

b. For other researchers

This research is expected to be used as an additional reference regarding English language research, especially on the use of inquiry methods.

### **E. Organization of The Paper**

To make the research systematic, it is necessary to have a classification structure in this research. This research consists of five chapters which will be explained as follows:

Chapter I presented an introduction, which consists of the background of the research, operational definition, research question, objective and significance of the research, and organization of the paper.

Chapter II explained the literature review which consists theoretical framework, previous research, and hypothesis.

Chapter III presented the methodology, including the research design, research site, population and sample, variable of the research, technique of data collection, and data analysis.

Chapter IV presented the findings and discussion of the research which discusses about the effect of the inquiry method in teaching reading.

Chapter V presented the conclusion, limitation of the research, and suggestions.

## CHAPTER II LITERATURE REVIEW

In this chapter, the researcher explains the theoretical framework, review of relevant studies, and research hypothesis.

### **A. Theoretical Framework**

#### **1. Definition of Reading**

One of the English language skills that pupils need to acquire is reading. Students need to focus more on this skill because understanding the text requires active engagement on the part of the reader. Making connections between the concepts on the page and the reader's prior knowledge is the aim of reading. Reading is the most vital and practical skill for people, according to Patel<sup>15</sup>. This ability is more crucial than speaking and writing since reading helps to expand and solidify one's language proficiency in addition to being a source of information and a fun pastime.

Reading calls for higher concentration levels and improves a reader's ability to carry on a conversation. It is a luxury that always improves the knowledge gained. Reading aloud also aids readers in understanding unfamiliar terms and expressions that they encounter in casual interactions. Reading, in the words of Brassell and Rasinski, is the capacity to understand or derive meaning from written material<sup>16</sup>. Furthermore, reading is a complicated and active process that requires the use of a variety of language and print-related abilities and knowledge.

Based on to the two definitions given above, reading may be described as both understanding the information and concept being sent as well as the quick identification of different written symbols with prior knowledge. This indicates that when a reader engages with printed messages, he attempts to understand the writer's intended meaning by the visual (written) formed outcome. Furthermore, reading can be defined as the process of deriving meaning from words, phrases, and related literature in addition to learning how written symbols translate into spoken language. This process is known as comprehension.

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<sup>15</sup> Patel M.F, & Praveen M. Jain, English Language Teaching (Method, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), P.117

<sup>16</sup> Danny Brassell and Timothy Rasinski. Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension. (Huntington Beach, CA: Shell education, 2008). p. 15-16.

## 2. Teaching Reading

The general goal of teaching reading is to improve the students' comprehension, informational skills, and reading comprehension. Conversely, the goal of teaching reading to students is for them to understand written material and respond accordingly. Tael and Yakoto, who contend that comprehension should not be stressed but rather be the primary goal of teaching children to read, lend support to this notion<sup>17</sup>. Since each student is unique, the teacher in this instance encourages the class to read. Ability is a person's acquired competency through learning. To accomplish the goal of reading itself, a person must be able to communicate, understand written or printed symbols, and extract information from texts using their knowledge, abilities, and techniques. This is what is meant by reading ability.

The ability or practice of obtaining knowledge from books is known as reading. Learning this talent is crucial for pupils. As a result, a pupil who is not reading will be unaware of new information. According to Harmer, reading helps children learn a language; the more they read, the more proficient they become. Additionally, reading helps pupils with their spelling, writing, and vocabulary understanding<sup>18</sup>.

In summary, reading is the process of continuously obtaining ideas and information from written texts so that the reader can decide whether to accept, reject, or further develop the notion. Reading is an interactive communication process in which the reader and writer engage with the material. It is a communication in which the reader is expected to apply certain techniques to comprehend the writer's idea. The reader must employ methods because there are several symbols and letters to understand when reading.

## 3. Main Principles of Teaching Reading

Reading is not a passive skill; rather, it is a receptive linguistic action. Teachers must assign readings in English to their pupils for a variety of reasons. First and foremost, a lot of students desire to be able to read texts in English for enjoyment, for their studies, or their jobs. It must be a good idea for us to take any

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<sup>17</sup> Tael and Yakoto in Peter Westwood. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. (Victoria: The Australian Council for Educational Research Ltd., 2001). p. 9.

<sup>18</sup> Jeremy Harmer, *How to Teach English NewEd*, (Kuala Lumpur: Pearson Longman, 2007), p. 99.

action that would facilitate their completion of these tasks. While teaching reading we should observe the following principles<sup>19</sup>.

- a. First principle: Encourage kids to read as much and as frequently as they can.

It is best if kids read more. Everything we do ought to motivate children to read widely in addition to, if not more than, intensely.

- b. Second principle: Students must be actively involved in the material they are reading.

Students should engage in happy reading when they are reading extensively outside of scheduled class times; that is, we should work to ensure that they derive as much enjoyment from the reading experience as possible. However, we will also make every effort to keep them interested in the reading text's subject and the exercises assigned to them while they work on it during class.

- c. Third principle: Encourage pupils to focus not only on the structure of a text but also on how they are feeling about it and how they are responding to its content.

To learn about things like how authors use language, how many paragraphs they write, and how frequently they employ relative clauses, students must examine reading texts in class. However, the text's purpose and message are equally significant to this. We therefore need to give the kids an opportunity to react to that message in some way. It is also crucial that students be free to express how they feel about the subject since this will encourage individual interaction with both the language and the issue. This becomes considerably more significant when reading widely.

- d. Fourth Principle: The key component of reading is prediction.

Often, when we read literature in our native tongue, we already know a fair amount of what will be covered before we even begin. Bookshelves reveal a lot about the contents within; images and headlines suggest the subject matter of articles; and even before we read a word, we may recognize reports as reports based only on their look. Our brains begin making predictions about what we will read as soon as we discover these hints. The stage is set for the

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<sup>19</sup> Voinalovych, L. (2014). Main Principles of Teaching Reading.

active process of reading to commence. Teachers should provide clues to their students so that they can make predictions as well.

- e. Fifth Principle: When utilizing texts for deep reading, match the task to the subject.

We need to select effective reading tasks, such as the right questions, suitable activities before, during, and after reading, helpful study exploitation, etc., once it has been decided which reading text the students will read (based on their level, the topic of the text, and its linguistic and activation potential).

The most commonplace passage can be made exciting with creative and challenging activities; this is especially true if the level of challenge (i.e., how easy it is for students to complete a task) is exactly right for the class. Boring and inappropriate tasks can undermine even the most useful and interesting text.

- f. Sixth principle: Skilled educators fully utilize the skills of reading texts.

There are many sentences, words, thoughts, descriptions, etc. in any reading material. Just having pupils read it before dropping it and moving on to something else in class doesn't make sense. The reading text is woven into engaging lesson plans by skilled educators, who also use a variety of activities to make the text come to life. They also use the topic for discussion and further assignments, study and then activate the language.

#### 4. Inquiry Method

- a. Definition of inquiry method

In their book, Ahmad and Tri stated that inquiry comes from the word "inquire" which means to ask, ask for information or investigate<sup>20</sup>. The inquiry method is a teaching method where learners investigate a problem. Teachers must use several techniques to get better teaching results in the classroom learning process<sup>21</sup>. According to Yamin, inquiry is a learning strategy that aims to develop knowledge or concepts derived from observation, investigation, research, and analysis, then develop theories or concepts<sup>22</sup>. On the other hand, according to Suryosubroto, the inquiry method is a more thorough discovery process. The inquiry process consists of higher-level

<sup>20</sup> Abu Ahmadi dan Joko Tri Prasetya, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2005), 76

<sup>21</sup> Harahap, H. R. S., Rangkuty, A. R., & Nasution, L. E. (2023). The Effect of Inquiry Teaching Method on Students' Vocabulary Achievement. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 80-93.

<sup>22</sup> Yamin, M. (2011). *Paradigma Baru Pembelajaran*. Jakarta: Gaung Persada Press.

mental processes, such as solving problems, designing experiments, conducting experiments, collecting and analyzing data, drawing conclusions, and so on<sup>23</sup>.

Justice et al. Stated that Inquiry can be viewed as an attempt to apply constructivist theory to reality; it is a constructivist approach that uses inquiry, exploration, and curiosity to encourage active learning<sup>24</sup>. According to Taber, how people make meaning of what they learn is the basis of the contemporary constructivist viewpoint. It is assumed that students bring knowledge from their personal experiences in their environment<sup>25</sup>.

Dermott explained that the inquiry learning method is a learning method that aims to instill the basics of scientific thinking and encourage students to learn actively. The inquiry method helps learners to actively discover a certain concept through the scientific process. The scientific process can be used to develop scientific attitudes. Thus, inquiry learning which is learning that develops scientific processes can be used to develop scientific attitudes<sup>26</sup>.

Based on the definitions above, inquiry can be defined as a process used to gather information that can be used to solve a particular problem, where students are involved mentally and physically to solve problems given by the teacher.

#### b. Types of inquiry method

Inquiry is divided into three categories based on the level of teacher intervention with students or the amount of guidance the teacher gives to learners. The three categories are guided inquiry, free inquiry, and modified free inquiry. The following is an explanation of each.

##### 1) Guided inquiry

Guided inquiry is a type of inquiry that occurs when a teacher guides learners in conducting activities by asking open-ended questions and

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<sup>23</sup> Siagian, R. E. F., & Nurfitriyanti, M. (2015). Metode pembelajaran inquiry dan pengaruhnya terhadap hasil belajar matematika ditinjau dari kreativitas belajar. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(1).

<sup>24</sup> Justice, et al. 2006. *Inquiry in Higher Education: Reflections and Directions on Course Design and Teaching Methods*. Canada: Springer Science+Business Media.

<sup>25</sup> Taber, K. (2011). *Constructivism as Educational Theory: Contingency in Learning, and Optimally Guided Instruction*. Nova Science Publisher, v. 4, pp.39-61.

<sup>26</sup> Dermott, L. C. (1996). *Physics by Inquiry*. John Willey & Sons.



providing guidance during discussions. The teacher has an active role in determining the problem and the stages for solving it. Guided inquiry is used for learners who have less experience learning by using the inquiry method. By using the inquiry method, students learn more oriented with the teacher's guidance and instructions until they are able to understand the concepts taught.

In this type of inquiry, learners will be focused on relevant tasks to be completed either through group or individual discussions to solve problems and draw conclusions independently. In the early stages, the teacher provides a lot of guidance, then in the following stages, the guidance is reduced, so that students can carry out the learning process using the inquiry method independently.

## 2) Free inquiry

In general, this type of inquiry is used for learners who have experience learning using the inquiry method. In this type of inquiry, learners are allowed to think critically to solve a problem, understand and solve the problem independently, and design the necessary procedures or steps. During this process, there is very little or no guidance from the teacher. One of the benefits of learning using this method is the possibility of students solving problems openly and having alternative problem-solving using more than one way because it depends on how they construct their answers. In addition, there is a possibility of learners finding new ways and solutions to problems that have never been encountered by others.

## 3) Modified free inquiry

This type of inquiry is a combination or modification of the two previous types of inquiry, namely guided inquiry and free inquiry. However, the problems that will be used as topics for investigation are still given or guided by existing curriculum references. That is, in this type of inquiry students cannot choose or determine the problem to be investigated independently, but students who learn by using this type of inquiry receive problems from their teachers to solve and still get guidance. However, the guidance given is less than guided inquiry and free inquiry.

In this type of inquiry, the teacher limits the guidance so that students try first independently, with the hope that students can find their solutions. However, if there are learners who cannot solve the problem, then guidance can be given directly by providing examples that are relevant to the problem at hand, or through discussions with other groups<sup>27</sup>.

c. Characteristic of inquiry

The characteristics of the Inquiry is:

- 1) Emphasizes the process of searching and finding.
- 2) Knowledge is built by learners through the search process.
- 3) The role of the teacher as a facilitator and guide for students in learning.
- 4) Emphasizing on critical and analytical thinking process to formulate conclusions.

d. Objective and benefits of inquiry

According to Suyadi, the main purpose of inquiry learning is to help students to be able to develop intellectual disciplines and develop thinking skills by asking questions and getting answers to their curiosity<sup>28</sup>.

Usman suggests the benefits of using inquiry as follows:

- 1) Develop the ability and skills to solve problems and produce objective and independent solutions.
- 2) Develop critical thinking skills
- 3) Develop curiosity and objective thinking both individually and in groups<sup>29</sup>.

e. Steps of inquiry

Sanjaya suggests there are six steps in the implementation of inquiry, which are as follows:

1) Orientation

The orientation process is a step to foster a responsive learning atmosphere. In this section, the teacher conditions the class so that students are ready to carry out the learning process. Things to do in this orientation stage are:

<sup>27</sup> Kemendikbud. Model Pembelajaran Inquiry.

<https://lmspada.kemendikbud.go.id/mod/resource/view.php?id=84288>.

<sup>28</sup> Suyadi. 2013. Strategi Pembelajaran Pendidikan Berkarakter. Bandung: Rosdakarya.

<sup>29</sup> Usman, M.U. dkk. 1993. Upaya Optimalisasi Kegiatan Belajar Mengajar. Bandung. Remaja Rosdakarya.

- a) Explaining the topic, objectives, and learning outcomes that are expected to be achieved by the learners to be achieved by the learners.
- b) Explaining the main activities to be carried out by the learners to achieve the objectives learners to achieve the objectives. At this stage, the steps of inquiry and the purpose of each step are explained, starting from the step of formulating the problem to formulating the conclusion.
- c) Explaining the importance of the topic and learning activities. This is done in order to provide motivation for students to learn.

## 2) Formulating the problem

Formulating a problem is a step used to bring students to a problem that contains a puzzle. The problem being studied is intended to encourage students to think about solving the puzzle. The puzzle in the formulation of the problem certainly has an answer, and students are encouraged to find the right answer. The process of finding answers is very important in inquiry learning, therefore, through this process students will gain valuable experience as an effort to develop mentally through the thinking process.

## 3) Formulating a hypothesis

A hypothesis is a temporary answer to a problem being studied. As a temporary answer, the hypothesis must be tested. One of the ways that teachers can develop the ability to guess (hypothesize) in each child is by asking various questions that can encourage students to be able to formulate temporary answers or be able to formulate various estimates of possible answers to the problems studied.

## 4) Collecting data

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

## 5) Testing the hypothesis

Testing hypotheses is the process of making decisions or answers that are considered acceptable by the data or information obtained from data

collection. Testing hypotheses also means developing rational thinking skills. This means that the truth of the answer given is not only based on argumentation, but must be supported by data found and can be accounted for.

#### 6) Formulating conclusions

Formulating conclusions is the process of describing the findings obtained from the results of hypothesis testing. To reach accurate conclusions, teachers should be able to show learners which data are relevant. The rationale for using inquiry learning is that learners will gain a better understanding of mathematics and will be more interested in English if they are actively involved in "doing" the investigation<sup>30</sup>.

#### f. Advantages and disadvantages of inquiry

According to Usman, et al, the advantages of learning using inquiry are as follows:

- 1) Helps students develop their cognitive abilities, such as memory, analysis, and problem-solving skills.
- 2) Learners gain knowledge individually so that it can be tailored to their needs. Can increase the motivation of learners so that they can continue to learn more actively.
- 3) Strengthen and increase self-confidence through the process of finding yourself because learning is centered on students with a limited teacher role<sup>31</sup>.

The disadvantages of learning using inquiry according to Shoimin are as follows:

- 1) Teachers are required to change their habits in teaching, which are generally information providers, facilitators, motivators, and guides students in learning.
- 2) For classes with a large number of students, it will be very troublesome for the teacher.

<sup>30</sup> Sanjaya, W. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Bandung: Kencana Prenada Media.

<sup>31</sup> Usman, M.U. dkk. 1993. Upaya Optimalisasi Kegiatan Belajar Mengajar. Bandung. Remaja Rosdakarya.

- 3) It takes a long time and the results are less effective if this learning is applied to less supportive classes.
- 4) Learning is less effective if the teacher does not master the class<sup>32</sup>.

## B. Previous Study

Researcher provide some related previous research based on several sources related to this topic. The following is a comparison between the findings of this research and previous studies:

The first research was conducted by Ramasari 2020 with the title “Teaching Reading Comprehension For The Tenth Grade Students By Applying An Approach of Inquiry Based On Learning” The purpose of this study is to determine whether or not teaching reading to tenth grade pupils through an inquiry-based approach is significantly effective. The method used is Pre-experimental, which is a method used with only one group for pre-test and post-test. The data obtained was analyzed through three techniques: 1) Individual Score, 2) Conversion of Individual Score Based on MMC (Minimum Mastery Criteria), and 3) Matched t-test. According to research findings, This study demonstrated the benefits of the inquiry-based learning approach for the learning process. By using this inquiry-based approach, students' ability to grasp texts may be improved. They would also be highly motivated and able to participate actively in their education. This method could be used in the teaching and learning of English, particularly to improve the reading comprehension scores of the students.

The second research was conducted by Dinda Janu in 2022 with the title " The Use of Inquiry Based Learning With Video In Teaching Reading In Distance Learning For The Tenth Grade Students of SMA Batik 1 Surakarta 2020/2021 Academic Year. The goals of this study are to: (1) Describe how English teachers use Inquiry Based Learning with video media to teach grade X students at SMA Batik 1 Surakarta how to read at a distance; and (2) Identify the benefits and drawbacks of teaching grade X students about reading using Inquiry Based Learning with video media in distance learning during the 2020–2021 academic year. Researchers employ the descriptive qualitative approach as their study methodology. Ten English teachers

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<sup>32</sup> Shoimin, A. 2014. 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta. Ar-Ruzz

of students in the X grade served as subjects or informants for this study, which was carried out at SMA Batik Surakarta. The researcher employed document analysis and interviews as methods of data collecting. Video content can help to improve the efficacy and efficiency of learning. The study found a few benefits and drawbacks to integrating video for reading instruction with inquiry-based learning. The benefits include increased efficacy and efficiency of learning, encouragement of student participation in the learning process, and assessment of students' independence through inquiry-based learning. The drawbacks, however, include time consumption, trouble managing students' accomplishments and activities, and difficulty planning lessons because of students' habits.

The third research was conducted by Burhanuddin 2012 with the title "Using Inquiry Method to Improve The Student's Reading Comprehension (A Classroom Action Research)" This study aimed to explain how students' reading comprehension improved in terms of literal comprehension, which dealt with word meaning and primary ideas, and interpretive comprehension, which dealt with conclusions. The researcher used Classroom Action Research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The results of the study showed that using the inquiry method significantly increased the students' reading comprehension in terms of both literal and interpretive comprehension. Based on the discussion, that there was a different result between cycle I and cycle II in teaching reading through the Inquiry Method. The researcher says that teaching reading through the Inquiry Method is a good way to improve the students' reading comprehension.

The equation in this study is both using the inquiry method as a learning method. The difference in this study is that Ramasari is more focused on teaching reading comprehension in grade ten, Dinda Janu is more focused on the use of Inquiry-based learning with video in teaching reading in distance learning, and Burhanuddin is focused on improving students' reading comprehension and using Classroom Action Research. While this study is more focused on measuring the effectiveness of the use of the Inquiry method in teaching reading in grade eight.

The previous studies above investigated the same issue as this study, which is related to the use of inquiry method. The results of those studies show that inquiry method is effective in teaching reading. Therefore, the researcher is interested in applying this method to solve the problems found at SMPN 1 Belik, Pematang.

### C. Hypothesis

There are two types of hypothesis:

Ha: There is a significant effect of the inquiry method in teaching reading on eighth-grade of SMPN 1 Belik, Pematang.

H0: The inquiry method does not significantly affect eighth-grade of SMPN 1 Belik, Pematang.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explained the research methodology, which included research design, research site, population and sample, variables and indicator of research, technique of data collection, and data analysis.

#### **A. Research Design**

This research is quantitative research with experimental methods. According to Sugiyono, the experimental method is a research method used to find the effect of certain treatments on others under certain conditions<sup>33</sup>. The experiment in question is because there is an effect of the treatment given. The treatment in question is the inquiry method. The experimental design used in this research was quasi experimental design. According to Sugiyono, quasi experimental design has a control group, but cannot function fully to control outside variables that affect the implementation of the experiment<sup>34</sup>. Quasi experimental design was conducted on VIII students of SMPN 1 Belik. This study was divided into two groups, namely the control group and the experimental group. The control group was a group that was not given any treatment, while the experimental group was given treatment using the inquiry method in teaching reading.

#### **B. Research Site**

This research was conducted at SMPN 1 Belik, Pematang, this research was conducted on August 21, 2023 to September 11, 2023. This study chose the school, especially class VIII because it was a suitable research location due to the availability of the necessary data. In addition, the used of this inquiry method has not been used by teachers at the school, especially English teachers in class VIII. This research was interested to know whether teaching reading using inquiry method will be beneficial or not.

#### **C. Population and Sample**

The population and sample of the study are explained as follows:

##### **1. Population**

Muri Yusuf said that population is one of the essential things and needs careful attention if the researcher wants to conclude a result that is reliable and

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<sup>33</sup> Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung: Alfabeta 2015) hlm 109

<sup>34</sup> *Ibid.*, hal. 116



appropriate for the object of his research<sup>35</sup>. The population of this study was the eighth-grade students of SMPN 1 Belik, Pemalang in the 2023/2024 academic year. The 288 students were divided into 9 classes (VIII A - VIII I). Then each class consists of 32 students.

**Table 3.1 Population Research**

Class	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I
Student	32	32	32	32	32	32	32	32	32

## 2. Sample

The sample is part of the number of characteristics that the population has. Or a sample can be considered as a subset of the population<sup>36</sup>. This conveys the message that the sample represents a portion of the population from which the research findings were collected. The population sample used in this study consisted of 64 students from two classes: 32 students from class VIII D as the experimental class and 32 students from class VIII F as the control class. This study used a simple random sampling. According to Sugiyono, the simple random sampling technique is the taking of sample members from a population that is carried out randomly without regard to the strata in that population<sup>37</sup>. Based on the teacher's recommendation, the sample was chosen because the two classes had the same average test scores in English lessons.

**Table 3.2 Sample of Research**

Class	VIII D	VIII F
Student	32	32
Role	Experimental	Control

<sup>35</sup> Yusuf, Muri (2017). Metode Penelitian. Jakarta: Kencana

<sup>36</sup> Sugiyono. Metode Penelitian Kombinasi (Mixed Methods), (Bandung: Alfabeta 2015) hlm 120

<sup>37</sup>Ibid,. hal. 122

#### **D. Variable and Indicator of Research**

According to Sugiyono, the variable can be defined as an attribute of a person, or object that have variations between one person and another or object and another object set by researchers to study and draw conclusions<sup>38</sup>.

In this study, there are two variables:

##### 1. Independent variable

Independent variables are variable that affect or cause changes in the dependent variable. In this study, the inquiry method was the independent variable.

##### 2. Dependent variable

The dependent variable is the variable that is affected or that becomes the result, because of the independent variable. In this study, the dependent variable was the eighth-grade teaching reading of SMPN 1 Belik, Pematang.

#### **E. Technique of Data Collection**

The data collection technique used in this research is a test. Tests are used to measure the presence or absence of the object under study. The test is divided into two categories, namely pre-test and post-test in the form of multiple-choice questions. Researchers use pre-tests and post-tests to determine the initial and final abilities of students in teaching reading.

##### 1. Pre-test

The pre-test of this study was given to both classes, namely the control class and the experimental class. The purpose of the pre-test is to see whether the control and experimental class students have the same average reading scores or not. The pre-test was given in the form of multiple-choice questions taken from LKS and English Nusantara VIII books. The pre-test given amounted to 20 items of multiple-choice questions that were validated for the pilot test. The pre-test in this study was given on August 21, 2023, for the experimental class, and August 24 for the control class.

##### 2. Post-test

The post-test of this study was given to both classes, namely the control class and the experimental class. The purpose of doing the post-test is to see if there is a difference in the average reading scores of students with those given treatment

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<sup>38</sup> Ibid., hal.63

(experimental class) and those not given treatment (control class). The post-test was given in the form of multiple-choice questions taken from LKS and English Nusantara class VIII books. The post-test given amounted to 20 items of multiple-choice questions that were validated for the pilot test. The post-test in this study was given on September 11, 2023, for the experimental class, and September 14 for the control class.

### 3. Treatment

Researcher provide treatment to students using the inquiry method. This treatment was carried out in accordance with the step teaching inquiry as evidenced by the attached lesson plan. This treatment was carried out five times in the experimental class. The first treatment was conducted on August 21, 2023, the second treatment was conducted on August 24, 2023, the third treatment was conducted on August 28, 2023, the fourth treatment was given on September 4, 2023, and the last treatment was given on September 11, 2023. The materials given were simple past tense, recount text, and narrative text. The control class was not given treatment, the control class continued to teach the English teacher at the school using the learning methods used by the teacher so far.

The researcher checked the test have several criteria by using validity and reliability.

#### 1) Test validity

The validity test was carried out at SMPN 2 Belik, Pematang, involving a sample of 31 students in class VIII E. The instrument trial was conducted outside the research sample. However, it is still in the same level of education. In addition, the school also has the same characteristics as the research location. The test consists of 50 multiple choice questions which are divided into 2, namely 25 questions for the pre-test and 25 questions for the post-test. To ensure the validity of the question items is valid or not, the validity test must be compared with the rtable, where the rtable value for 31 students with a significance value of 0.05, the value is 0.355.

The results of the validity assessment was employed Pearson product moment<sup>39</sup>. With the following formula:

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

$r_{xy}$  : correlation coefficient between variables x and y

$\sum xy$  : the sum of multiplication between variables x and y

$\sum x^2$  : sum of the squares of x values

$\sum y^2$  : sum of squares of y values

$(\sum x^2)$  : sum of x values then squared

$(\sum y^2)$  : the sum of the y values then squared

The results of the validity test have been carried out using the formula of product-moment with the help of IBM SPSS v26 can be seen in the table below:

**Table 3.3 The Results of Pre-test Validity**

No	Value of rtable	Value of rhitung	Interpretation
1	0,355	0,845	Valid
2	0,355	0,194	Invalid
3	0,355	0,917	Valid
4	0,355	0,792	Valid
5	0,355	0,534	Valid
6	0,355	0,668	Valid
7	0,355	0,258	Invalid
8	0,355	0,716	Valid
9	0,355	0,815	Valid
10	0,355	0,761	Valid
11	0,355	0,902	Valid
12	0,355	0,583	Valid
13	0,355	0,726	Valid

<sup>39</sup> Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta

14	0,355	0,742	Valid
15	0,355	0,817	Valid
16	0,355	0,603	Valid
17	0,355	0,408	Valid
18	0,355	0,702	Valid
19	0,355	0,917	Valid
20	0,355	0,749	Valid
21	0,355	0,859	Valid
22	0,355	0,760	Valid
23	0,355	0,230	Invalid
24	0,355	0,716	Valid
25	0,355	0,762	Valid

From the calculation of the validity, it shows that 25 items of the multiple-choice questions. Three items are invalid (2, 7, and 23) because of the value of  $r_{count} < r_{table}$ . So that, the items of can be used as the instruments to the respondents. In this study, valid pre-test questions were taken as 20 questions, namely numbers 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 24, and 25 and valid questions that were not taken were numbers 13 and 20.

**Table 3.4 The Results of Post-test Validity**

No	Value of $r_{table}$	Value of $r_{hitung}$	interpretation
1	0,355	0,601	Valid
2	0,355	0,422	Valid
3	0,355	0,565	Valid
4	0,355	0,511	Valid
5	0,355	0,579	Valid
6	0,355	0,723	Valid
7	0,355	0,670	Valid
8	0,355	0,227	Invalid
9	0,355	0,543	Valid

10	0,355	0,746	Valid
11	0,355	0,738	Valid
12	0,355	0,873	Valid
13	0,355	0,809	Valid
14	0,355	0,687	Valid
15	0,355	0,772	Valid
16	0,355	0,554	Valid
17	0,355	0,321	Invalid
18	0,355	0,582	Valid
19	0,355	0,543	Valid
20	0,355	0,730	Valid
21	0,355	0,844	Valid
22	0,355	0,683	Valid
23	0,355	0,607	Valid
24	0,355	0,493	Valid
25	0,355	0,532	Valid

From the calculation of the validity, it shows that 25 items of the multiple-choice questions. Three items are invalid because of the value of  $r_{count} < r_{table}$ . So that, the items of valid can be used as the instruments to the respondents. In this study, valid post-test questions were taken and rounded up to 20 questions, namely numbers 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, and 25. And valid questions that were not used were numbers 2, 14, and 22.

## 2) Reliability test

According to Suharsimi Arikunto, reliability shows an understanding that an instrument can be trusted to be used as a data collection tool because the instrument is good<sup>40</sup>.

To determine the reliability of the instrument in the form of multiple-choice questions this study, was carried out using IBM SPSS v26 for Windows using Cronbarch's Alpha testing.

<sup>40</sup> Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka

The formula is:

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

$r_{11}$  : Reliability coefficient

$n$  : Number of items

$\sum S_i^2$  : Items variant number

$S_t^2$  : Total of variant

To give an interpretation of the instrument reliability test, it can be seen as follows:

**Table 3.5 Instrument Reliability Testing Criteria**

Reliability value (r value)	Categories
$r_{11} < 0,20$	Very low
$0,20 < r_{11} < 0,40$	Low
$0,40 < r_{11} < 0,70$	Moderate
$0,70 < r_{11} < 0,90$	High
$0,90 < r_{11} < 1,00$	Very high

With a significance level of 0.05, 31 respondents gave an r-table value of 0.355. The following are the results of the reliability test using the Cronbach alpha formula which was carried out using IBM SPSS v26 for Windows.

**Table 3.6 The Result of Pre-test Reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.959	22

**Table 3.7 The Result of Post-test Reliability**

<b>Reliability Statistics</b>	
Cronbach's	
Alpha	N of Items
.938	23

Based on the table above, it can be concluded that the pre-test and post-test scores in this study are reliable because  $r\text{-count} > r\text{-table}$ . This shown that the instrument is accurated and also displayed a very high category because  $0.90 < 0.959$ , and  $0.90 < 0.938$ .

## **F. Data Analysis**

To analyze the data, the researcher used the test below:

### 1. Normality Test

A normality test is a procedure used to determine whether the data is normally distributed or not. The normality test in this study used the Shapiro-Wilk formula because the number of samples used was less than 50. The results of data analysis using IBM SPSS v26 for Windows. With criteria:

- If the significance (p-value)  $\leq \alpha = 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted.
- If the significance (p-value)  $\geq \alpha = 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected.

### 2. Homogeneity test

The homogeneity test aims to determine whether the two data are homogeneous or not by comparing the two variances. The test criteria are formulated as follows:

- If  $\text{sig} > 0.05$  means the variance of two or more groups is homogeneous.
- If  $\text{sig} < 0.05$  means the variance of two or more groups is not homogeneous.

### 3. Hypothesis testing

To analyze the pre-test and post-test score data, the researcher used the paired sample t-test with IBM SPSS v26 for Windows. The hypothesis analysis procedure is:

$H_a$ : Inquiry method is effective in teaching reading in class VIII SMPN 1 Belik, Pematang.

$H_0$  : The inquiry method is not effective in teaching reading in class VIII SMPN 1 Belik, Pematang.



The significance level of this study is  $\alpha < 0.05$  and the criteria for hypothesis testing are:

- a. If  $t\text{-count} < t\text{-table}$  then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected ( $H_0$ ). This means that the inquiry method is effective in teaching reading for students in grade VIII of SMPN 1 Belik, Pematang.
- b. If  $t\text{-count} > t\text{-table}$  then the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. It means that the inquiry method is not effective in teaching reading in class VIII of SMPN 1 Belik.



## **CHAPTER IV FINDINGS AND DISCUSSION**

This study explained the findings and discussion.

### **A. Findings**

#### **1. Data Description**

This study used a quasi-experimental design and was conducted at SMPN 1 Belik, Pematang. The purpose of this study is to determine whether or not there is an effect of using the inquiry method in teaching reading. It is important to compare the results before and after the test to determine whether this inquiry method has an effect or not.

The participants of this study were the 8th-grade students of SMPN 1 Belik. This study used a random sampling method to collect samples from the population of grade VIII students. This study involved 64 students, of which 32 students from class VIII D as the experimental class and 32 students as the control class. To determine the effect of the inquiry method, it is necessary to test the pre-test and post-test. The experimental class was given treatment while the control class was not.

Pre-test and post-test were given as part of the data collection procedure. Before starting the treatment, a pre-test was given to the experimental class. The experimental class took the pre-test on August 21, 2023. Then the experimental class was given treatment five times by using the inquiry method as a teaching tool. The subject matter followed the current school curriculum. The post-test was given after the treatment which was held on September 11, 2023.

The pre-test and post-test results were analyzed using IBM SPSS v26 for Windows. The paired sample t-test was used to determine the effect of using the inquiry method in teaching reading and the independent sample t-test was used to compare the experimental class with the control class.

#### **2. Treatment Description**

The research was conducted at SMPN 1 Belik, Pematang, with the treatment focused on one experimental class (VIII D). The experimental class consisted of 32 students in the 2023/2024 academic year. The implementation of treatments is as follows:

1) First meeting

The first meeting was conducted on Monday, August 21, 2023. At the first meeting, students were given a pre-test to determine students knowledge of English subject matter before treatment. After the pre-test, students were given material about past tense.

2) Second meeting

The second meeting was held on Thursday, August 24, 2023. In the second meeting, students reviewed the past tense material and continued to the recount text material. In the second meeting, this study used the guided inquiry method by guiding students to carry out learning activities by providing initial questions and leading to a discussion.

3) Third meeting

The third meeting was held on Monday, August 28, 2023. In the third meeting, students reviewed the material about recount text and worked on problems, in this meeting, this study used the guided inquiry.

4) Fourth meeting

The fourth meeting was held on Monday, September 4, 2023. In the third meeting, the researcher gave an assignment to be used as a discussion. And before the questions are given, students first review a little material about past tense and recount text. In the fourth meeting, this study used the guided inquiry method by guiding students to carry out learning activities by providing initial questions and leading to a discussion.

5) Last meeting

The last meeting was held on Monday, September 11, 2023. In the last meeting, students were given material about narrative text. Then, the post-test was given after the learning process was completed.

### **3. The Results Data of Pre-test and Post-test**

There was the result of pre-test and post-test data in the experimental class and control class.

1) Pre-test and post-test data in the control class

The control class of this study was class VIII F of SMPN 1 Belik, Pematang. A pre-test was conducted on August 24, 2023, and Post-test was

conducted on September 14, 2023. The results of the research in the experimental class applied the inquiry method in teaching reading. The results are as follows:

**Table 4.1 The Score of the Pre-test and Post-test in the Control Class**

No	Student Label	Pre-test	Post-test
1	Student 1	75	80
2	Student 2	45	70
3	Student 3	80	80
4	Student 4	60	65
5	Student 5	65	75
6	Student 6	30	75
7	Student 7	65	75
8	Student 8	55	75
9	Student 9	70	80
10	Student 10	65	80
11	Student 11	55	65
12	Student 12	40	80
13	Student 13	75	85
14	Student 14	35	75
15	Student 15	20	75
16	Student 16	70	75
17	Student 17	60	70
18	Student 18	60	80
19	Student 19	60	85
20	Student 20	40	70
21	Student 21	50	80
22	Student 22	80	85
23	Student 23	70	80
24	Student 24	60	75
25	Student 25	65	85
26	Student 26	40	70
27	Student 27	35	75

28	Student 28	70	85
29	Student 29	25	70
30	Student 30	40	75
31	Student 31	65	80
32	Student 32	55	85
N		32	32
Minimum		25	65
Maximum		80	90
Mean		55,625	76,875
Median		60	75
Mode		60	75
Mean different = 21,25			

Based on the table above, there are 32 data from the pre-test in control classes. It is shown that the mean score is 55.625. Because the minimum requirement (KKM) for English subjects is 75, then students who fall into this category have a poor level of learning ability. The median score is 60, and the mode is 60.

In the control class, there are 32 data. The post-test has shown that the mean score is 76,875, indicating that students have improved in English learning compared to their performance on the pre-test. The median score is 75 and the mode is 75.

Based on the data presented above, it can be seen that a total of 32 control class students participated as respondents. These students took the pre-test and post-test, resulting in a mean difference of 21,25. The pre-test scores range from a minimum of 25 to a maximum of 80. While the post-test scores range from a minimum of 65 to a maximum of 90.

## 2) Pre-test and post-test data in experimental classes

The experimental class of this study was class VIII D of SMPN 1 Belik, Pematang. A pre-test was conducted on August 21, 2023, and Post-test was conducted on September 11, 2023. The results of the research in the

experimental class applied the inquiry method in teaching reading. The results are as follows:

**Table 4.2 The score of the Pre-test and Post-test in the Experimental Class**

No	Students Label	Pre-test	Post-test
1	Student 1	65	85
2	Student 2	65	90
3	Student 3	20	85
4	Student 4	55	75
5	Student 5	90	95
6	Student 6	40	75
7	Student 7	70	85
8	Student 8	65	85
9	Student 9	55	80
10	Student 10	65	85
11	Student 11	10	65
12	student 12	90	85
13	Student 13	65	80
14	Student 14	55	75
15	Student 15	60	85
16	Student 16	30	80
17	Student 17	50	75
18	Student 18	70	95
19	Student 19	35	90
20	Student 20	75	80
21	Student 21	85	90
22	Student 22	70	90
23	Student 23	65	80
24	Student 24	45	75
25	Student 25	35	75
26	Student 26	55	80
27	Student 27	60	85

28	Student 28	40	80
29	Student 29	70	80
30	Student 30	55	95
31	Student 31	75	100
32	Student 32	85	90
N		32	32
Minimum		10	65
Maximum		90	100
Mean		58,44	83,44
Median		62,5	85
Mode		65	85
Mean different = 25			

Based on the table above, there are 32 data from the pre-test in experimental classes. It is shown that the mean score is 58.43. Because the minimum requirement (KKM) for English subjects is 75, then students who fall into this category have a poor level of learning ability. The median score is 62.5, and the mode is 65.

In the experimental class, there are 32 data. The post-test has shown that the mean score is 83.43, indicating that students have improved in English learning compared to their performance on the pre-test. The median score is 85 and the mode is 85.

Based on the data presented above, it can be seen that a total of 32 experimental class students participated as respondents. The students took the pre-test and post-test, resulting in a mean difference of 25.02. The pre-test scores range from a minimum of 10 to a maximum of 90. While the post-test scores range from a minimum of 65 to a maximum of 100.

#### 4. Data Analysis

##### a. Testing requirement

##### 1) Normality test

The normality test in this study used the Shapiro-Wilk formula because the number of samples used was less than 50. The results of data analysis using IBM SPSS v26 for Windows. The hypothetical in this normality test is as follows<sup>41</sup>:

Ho: Data is normally distributed.

Ha: Data is not normally distributed.

With the criteria if the significance (p-value)  $\leq \alpha = 0.05$  then H0 is rejected and Ha is accepted. And vice versa if (p-value)  $\geq \alpha = 0.05$  then H0 is accepted and Ha is rejected. The data from the normality test results in this study are as follows:

**Table 4.3 The Normality Test of Pre-test and Post-test Control Class**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	.169	32	.021	.944	32	.095
Post_test	.174	32	.015	.913	32	.013

a. Lilliefors Significance Correction

Based on Table 4.3, the results of the control class pre-test showed that the data is normally distributed,  $p \geq \alpha$  ( $0.95 \geq 0.05$ ). While the control class post-test results showed that the data is normally distributed,  $p \geq \alpha$  ( $0.13 \geq 0.05$ ).

**Table 4.4 The Normality Test of Pre-test and Post-test Experimental Class**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.148	32	.073	.960	32	.268
Posttest	.144	32	.089	.955	32	.204

a. Lilliefors Significance Correction

<sup>41</sup> Sugiyono. 2012. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Penerbit Alfabeta: Bandung. p. 241



Based on Table 4.4, can be seen that the results of the experimental class presented that the data was normally distributed, after receiving treatment. The pre-test of the experimental class is  $p \geq \alpha$  ( $0.268 \geq 0.05$ ) and the post-test is  $p \geq \alpha$  ( $0.204 \geq 0.05$ ).

## 2) Homogeneity test

After the normality test is fulfilled, then the homogeneity test is carried out to determine whether the data variance of the analyzed sample is homogeneous or not. Homogeneity testing is done by using IBM SPSS v26 for Windows with the following hypothesis:

H0: the data variance is homogeneous.

H1: data variance is not homogeneous.

With the test criteria if the significance (p-value)  $< \alpha = 0,05$

Then H0 is rejected and H1 is accepted and vice versa if (p-value)  $\geq \alpha = 0,05$ .

Then H0 is accepted and H1 is rejected.

The results of the homogeneity test in this study are as follows:

**Table 4.5 The Result of Homogeneity Test**

		Levene	df1	df2	Sig.
		Statistic			
Learning results	Based on Mean	1.659	1	62	.202
	Based on Median	1.326	1	62	.254
	Based on Median and with adjusted df	1.326	1	58.748	.254
	Based on trimmed mean	1.629	1	62	.207

Based on Table 4.5, that was known the significance value sig. Based on the mean was  $0,202 > 0,05$  the value can be said that the variance of the two groups is homogeneous. Which means that H0 is accepted and H1 is rejected.

b. Statistic Hypothesis

1. Paired Sample T-test of Control Class

Singgih Santoso argued that the basis of the Paired Sample T-test decision is divided into two<sup>42</sup>:

- a) If the value of Sig. (2-tailed) is less than the significance value (0.05), then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.
- b) If the value of Sig. (2-tailed) is greater than the significance value (0.05), then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.

**Table 4.6 The Result of Paired Sample Statistic in Control Class**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.6250	32	16.20185	2.86411
	Post-test	76.8750	32	5.78513	1.02268

Table 4.6 indicates that descriptive analysis is used to process the data, and the results are displayed as descriptive statistical tables for paired sample groups. Table 4.6 shows that the control class's average pre-test value was 55.63, while its average post-test value was 76.87. To express the quantity of data, which is 32, use variable N. The pre-test standard deviation for the control class is 16.201, and the post-test standard deviation is 5.785. These values are used to calculate the amount of risk. For every variable, the sample data's average standard error is relatively near to the population average. The pre-test had an average standard error of 2.864 while the post-test had an average standard error of 1.022. Because a distribution pattern is typically seen in the data, the standard error of the mean is regarded as insignificant. The average results from the pre- and post-tests indicate that the post-test scores are greater than the pre-test results.

<sup>42</sup> Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik* (2nd revision). PT Rineka Cipta: Jakarta. p.280

**Table 4.7 The Result of Paired Sample Statistic in Experimental Class**

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre_test - post_test	-21.2500	14.36842	2.54000	-26.43037	-16.06963	-8.366	31	.000

The average of the paired differences was found to be -21.250 based on Table 4.7. This figure displayed the variation between the control class's average pre- and post-test scores. The difference is between -26.430 and -16.069 (95% confidence range of the difference lower and upper), and this can be expressed as  $(55.625 - 76.875 = -21.25)$ . The t-count value is -8.366 because the mean value of the post-test results is higher than the mean value of the pre-test results. The output table above indicates that the mean value of the post-test results is greater than the mean value of the pre-test results, which is how the negative t-count value is produced. As a result, the variable's t-count value is 8.366. Utilizing the t-table function's results, the next step is to find the t-table using the significance and df value (a). With the significance value set at 0.05 and the df value at 31, the t-table in the t statistical table distribution can be found. The t-table value should be 1.696 after checking it based on the df value of 31 and the significance value of 0.05.

## 2. Paired Sample T-test of Experimental Class

**Table 4.8 The Result of Paired Sample Statistic in Experimental Class**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58.4375	32	19.23696	3.40065
	Posttest	83.4375	32	7.56024	1.33647

Descriptive analysis is used to process the data, and the results are shown as descriptive statistical tables for paired sample groups. Table 4.8 indicates that the experimental class's average pre-test score is 58, 44. In contrast, the post-test average is 83, 44. To express the quantity of data, which is 32, use variable N. The standard deviation of 19, 236 in the experimental class pre-test is used to calculate the amount of risk, whereas 7.560 in the post-test indicates the same. For every variable, the sample data's average standard error is relatively near to the population average. The pre-test had an average standard error of 3.400, and the post-test had an average standard error of 1.336. Because a distribution pattern is typically seen in the data, the standard error of the mean is regarded as insignificant. The average results from the pre- and post-tests indicate that the post-test scores are greater than the pre-test results.

**Table 4.9 The Result Paired Sample T-test in Experimental Class**

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pre-test – Post- test	-25.00000	16.06439	2.83981	-30.79183	-19.20817	-8.803	31	.000

The average of the paired differences was found to be -25,000 based on Table 4.9. This figure displays the variation between the control class's average pre- and post-test scores. The difference is between -30,791 and -19,

208 (95% confidence range of the difference lower and upper), and this can be expressed as  $(58,437 - 83,437 = -25,000)$ . The t-count value is -8,803, which is negative, because the mean value of the post-test results is higher than the mean value of the pre-test results. The output table above indicates that the mean value of the post-test results is greater than the mean value of the pre-test results, which is how the negative t-count value is produced. Therefore, the t-count value of the variable is 8.803. The next step is to use the findings of the t-table function, which is to find the t-table using the df value and significance ( $\alpha$ ). To find the t-table in the t statistical table distribution, the df value of 31 and the significance value of 0.05 are used. Next is to check the t-table value based on the df value of 31 and the significance value of 0.05, the t-table should be 1.696.

### 3. Independent Sample T-test of Pre-test

**Table 4.10 The Result Group Statistic of Pre-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	32	58.4375	19.23696	3.40065
	Control	32	55.6250	16.20185	2.86411

Based on Table 4.10, it can be concluded that the average value of the pre-test for the experimental class is 58.437 while the average value of the control class is 55.625. The difference in the average value between the two is not too far. Since both classes are considered to have the same characteristics and level, it can be estimated that they have comparable success in learning English. N indicates the number of student data, namely 32 in the experimental class and 32 in the control class. Pre-test data of the experimental class, the standard deviation used to measure the amount of risk is 19.236. While the control class pre-test was 55.625. The standard error of the mean is used to measure how far the average possibility of sample data for each variable can estimate the actual population average. The standard error mean of the experimental class is 3.400 and the standard error mean of the

control class is 2.864. The data obtained from the pre-test has been measured with a score value that is more accurate than the data obtained by the pre-test.

**Table 4.11 The Result of Independent Sample of Pre-test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.338	.563	.633	62	.529	2.81250	4.44607	-6.07506	11.70006
	Equal variances not assumed			.633	60.258	.529	2.81250	4.44607	-6.08018	11.70518

The significance value of the Lavene's Test for Equality of Variances is 0.563 ( $p > 0.05$ ). Given that both variances are homogeneous, the t-test for equality of means comparison must be predicated on the equal variance assumption. With reference to the aforementioned table, it can be concluded that  $H_a$  is rejected and  $H_0$  is accepted when equal variances are assumed and the sig. Value is 0.529 ( $p > 0.05$ ) as the foundation for decision-making in the independent t test. Consequently, it may be concluded that there is no distinction in the pre-test averages for students in the control and experimental groups.

The t-count value is found in the independent sample t-test output table on the pre-test; if the t-value is negative, there is not an error. Upon disregarding the negative t sign, a t-count of 0.633 is achieved. The value of  $df = 62$  with alpha 0.05 yields the t-table. Given a t-count value of  $0.633 < 1.670$ ,  $H_a$  can be considered rejected. Alternatively, it may be stated that the control class and the experimental class's pre-test averages are identical.

## 4. Independent Sample T-test of Post-test

**Table 4.12 The Result Group Statistic of Post-test**

		<b>Group Statistics</b>			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	32	83.4375	7.56024	1.33647
	Control	32	76.8750	5.78513	1.02268

Based on Table 4.12, it can be concluded that the average value of the pre-test for the experimental class is 83.44 while the average value of the control class is 76.87. The difference in the average value between the two is not too far. Since both classes are considered to have the same characteristics and level, it can be estimated that they have comparable success in learning English. N indicates the number of student data, namely 32 in the experimental class and 32 in the control class. Pre-test data of the experimental class, the standard deviation used to measure the amount of risk is 7.560. While the control class pre-test is 5.785. The standard error of the mean is used to measure how far the average possibility of sample data for each variable can estimate the actual population average. The standard error of the mean of the experimental class is 1.336 and the standard error of the mean of the control class is 1.022.

*Table 4.13 The Result of Independent Sample of Post-test*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1.659	.202	3.900	62	.000	6.56250	1.68286	3.19850	9.92650
	Equal variances not assumed			3.900	58.034	.000	6.56250	1.68286	3.19392	9.93108

Lavene's Test for Equality of Variances, based on Table 4.13, has a significance value of 0.202 ( $p > 0.05$ ). Given that both variances are homogeneous, the t-test for equality of means comparison must be predicated on the equal variance assumption. With reference to the aforementioned table, it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected when equal variances are assumed and the sig. Value is 0.00 ( $p < 0.05$ ) as the foundation for decision-making in the independent t-test. As a result, it may be concluded that the post-test averages for students in the control and experimental classes differ from one another.

The Independent sample t-test output table on the post-test contains the t-count value; if the t-value is negative, there is no issue. When the negative t-sign is ignored, a t-count of 3.900 is obtained. The value of  $df = 62$  with alpha 0.05 yields the t-table. Given that  $3.900 > 1.670$  is the t-count value,  $H_a$  can therefore be considered approved. Alternatively, it could be stated that the experimental class and the control class had averagely different post-test results.



## B. Discussion

This study was conducted to determine the potential impact of the use of the inquiry method on teaching reading in class VIII at SMPN 1 Belik, Pematang. The discussion is derived from the results obtained through the analysis of the data collected. The statistical significance of the difference between the results of applying the inquiry method before and after the treatment was evaluated in this study using a paired sample t-test. To do a descriptive analysis, paired sample statistics were used to the data. For the control group, the average pre-test score was 55.63, while the average post-test score was 76.87. The number of respondents in the control group is N 32.

For the experimental group, the average (mean) pre-test score was 58.44, whereas the post-test score was 83.44. The pre-test standard deviation was 19.236 while the post-test standard deviation was 7.560. The pre-test averages for the control and experimental classes are nearly identical, at 55.63 and 58.44, according to the explanation of the two paired sample statistical tables.

It can be concluded that there is a difference based on the average value of the pre-tests and post-tests. Overall, there was an increase of 21.25 for the control group. While the experimental class increased by 25.00. Thus, the average value of the two classes has increased, and the difference in the average value of the two classes is 3.75 which shows that the experimental class has a higher average value than the control class. It can be said that the inquiry method in English learning is effective. This is in line with Ramasari's opinion in previous research that the inquiry-based learning approach has advantages in the learning process.

While the independent sample t-test found the sig value. Lavene's Test for variance is  $0.633 > 0.05$ . As a result, the value of the Equal Variance Assumed table becomes the basis for the pre-test analysis and  $H_a$  is ignored based on the independent t-test because of the sig value. (2-tailed) is higher than 0.05. So the result is that there is no difference between the average pre-test scores of the control class and the experimental class. The t-count value is 0.633. The t-table table is made using df 62 and alpha 0.05, the t-count result has a value of 0.633 t-table 1.670. Thus, it can be concluded that there is no significant difference between the mean scores of the control class and the experimental class.

Furthermore, the results of the independent sample t-test on the post-test determine the sig value. Levene's Test Equality of Variances of  $0.202 > 0.05$

indicates that the data variance between the control class and the experimental class is the same. Therefore, the post-test analysis is governed by the value of the Equal Variances Assumed table. It is possible to conclude that  $H_a$  is accepted based on the independent sample t-test's sig. (2-tailed) of 0.000 0.05. The t-count value for the independent sample t-test of the post-test is 3.900. The t-table value is obtained from  $df = 62$  and  $\alpha = 0.05$ . Therefore, t-count is greater than t-table  $3.900 > 1.670$ . Thus, it can be said that the average scores of the experimental group and the control group have differences.

The results of the research on the effectiveness of the inquiry method in teaching reading showed an increase in student learning outcomes. This is indicated by a significant increase in pre-test and post-test scores. This is in accordance with the opinion of Dinda Januari in a previous study that, the use of inquiry methods has advantages. The advantages found are, making learning more effective and efficient, helping students be more active in learning, and Inquiry-Based Learning determines student independence.

Learning determines student independence. Burhanuddin in his research also stated that teaching reading through the inquiry method is a good way to improve students' reading comprehension, which can be seen from the different results between cycle I and cycle II in teaching reading through the Inquiry Method. The inquiry method can increase students' creativity and interest in the learning process. The research found that the use of appropriate methods is very important in the teaching and learning process.

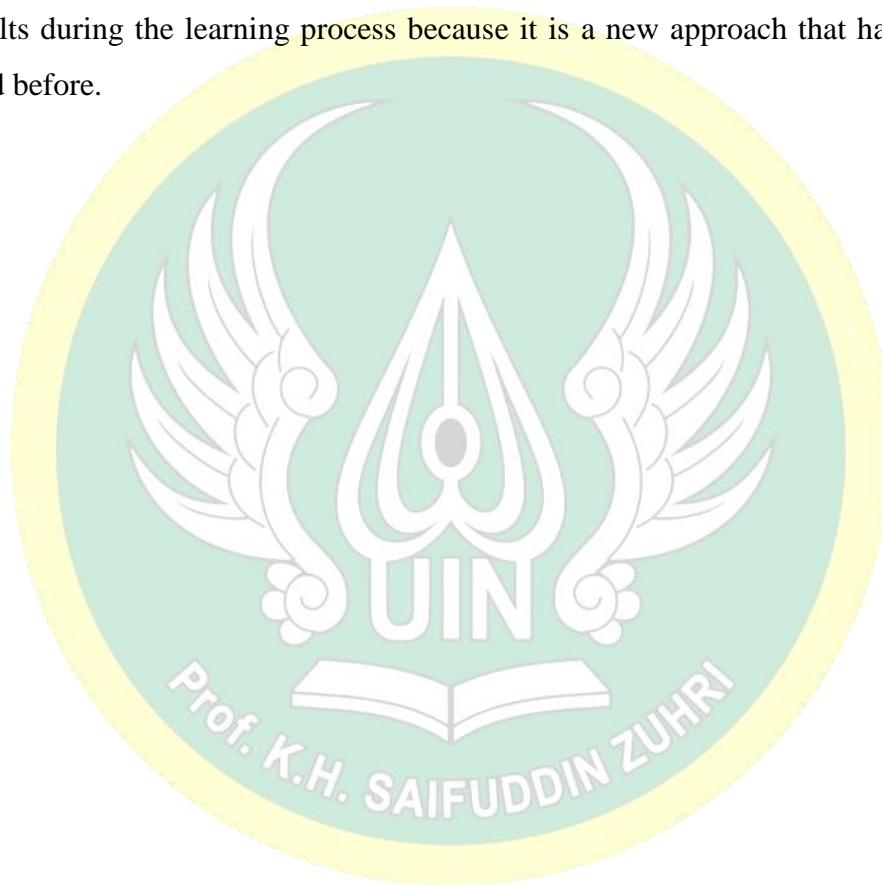
In this study, it also made the students motivated in learning activities, because it is accompanied by discussions that made students more active in completing their group assignments. This is in accordance with Alan Crawford's opinion that the use of inquiry methods can motivate very inspiring discussions in class<sup>43</sup>. As explained by Dwinalida and Setiaji in their research, there is a relationship between learning motivation and language learning strategies<sup>44</sup>. In addition, this inquiry method has been praised for its effectiveness in improving students' critical thinking skills. In line with research conducted by Rahmasari which stated that the method of Inquiry the

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<sup>43</sup> Crawford, Alan, et.al, Teaching and Learning Strategies for the Thinking Classroom, New York: The International Debate Education Association, 2005.

<sup>44</sup> Dwinalida, K. (2021). Eploring an English Learner's Motivation. Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan, 7(1), 11-23.

benefits of the inquiry-based learning approach for the educational process. By using this inquiry-based method, children can become more adept at understanding what they read, exhibit strong motivation, and participate actively in the learning process. This method could be used to improve student's reading comprehension scores at the end of the teaching and learning process in English. Thus, it can be concluded that the use of inquiry methods in the learning process makes students more active in developing their abilities and provides opportunities and facilities for students to search, find, and conclude the agreed learning. In this study, the utilization of the inquiry method in teaching reading at SMPN 1 Belik, Pematang has given positive results during the learning process because it is a new approach that has never been tried before.



## CHAPTER V CONCLUSION, LIMITATION, AND SUGGESTION

This study explained the conclusion, limitation of the research, and suggestion.

### **A. Conclusion**

The purpose of this study is to investigate the effectiveness of using the inquiry method in teaching reading for students of grade VIII of SMPN 1 Belik, Pematang. It is clear from the quantitative data analysis that the pupils performed well on both the pre-tests and post-tests. The data was obtained by comparing the average pre-test and post-test scores which were then calculated using IBM SPSS v26 for Windows. By comparing the pre-test and post-test scores in the experimental and control classes, it can be seen that students' understanding of teaching reading using the inquiry method has a significant effect.

The control class pre-test had an average score of 55.63 and the post-test had an average score of 78.59, according to the findings of the pre- and post-tests. In the experimental class, the mean scores for the pre-test and post-test were 58.44 and 83.44, respectively. The value of both classes increased, but the experimental classes' value was noticeably higher than the control classes. Furthermore, the t-count is greater than t-table  $3.900 > 1.670$  with a degree of validity of 62 and a significance level of 0.05, according to the t-test results. Put another way, since t-count  $>$  t-table and  $p < 0.05$ , the probability (sig. 2-tailed) is smaller than the significance level ( $0.000 < 0.05$ ), indicated that the null hypothesis that there is no difference is rejected.

Based on the findings and discussion, it can be assumed that there is a significant increase in scores after using the inquiry method in teaching reading. It can be concluded that the use of the inquiry method in teaching reading is effective, which can be proven by the higher post-test score compared to the pre-test score.

### **B. Limitation of the Research**

This study still has many shortcomings, most of which are related to the uneven implementation time of the study. The limitations of this study stem from the need to adhere to time constraints relating to the elaboration of the study. In particular, this study still provides few results because it consists of five meetings and only three materials, namely past tense, recount text, and narrative text. Therefore, the treatment given was not fully optimized.

## C. Suggestion

### 1. For Students

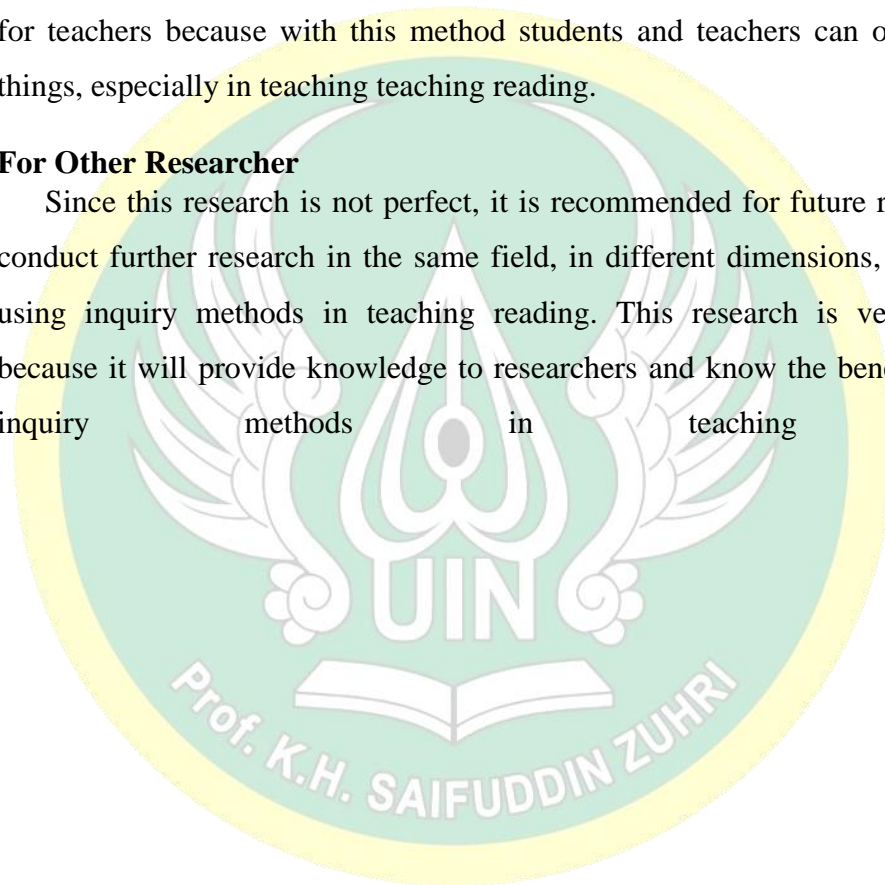
By using the inquiry method, students can understand more about the material taught, because this method will make students observe the material taught. With this method, students can exchange opinions with friends and teachers it can produce useful discussions.

### 2. For Teacher

The use of the inquiry method in teaching reading can be a recommendation for teachers because with this method students and teachers can observe many things, especially in teaching teaching reading.

### 3. For Other Researcher

Since this research is not perfect, it is recommended for future researchers to conduct further research in the same field, in different dimensions, especially in using inquiry methods in teaching reading. This research is very important because it will provide knowledge to researchers and know the benefits of using inquiry methods in teaching reading.



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## APPENDICES

### Appendix 1. Certificate of The Research

  
PEMERINTAH KABUPATEN PEMALANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 1 BELIK**

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
Nomor : 421.3 / 467 / 2023

Yang bertanda tangan dibawah ini:


Nama : Teguh Herwaluyo, S.Pd.  
Jabatan : Kepala SMP Negeri 1 Belik


Dengan ini menyatakan bahwa mahasiswi yang beridentitas:

Nama : Syifa Nahdiyatul Uyun  
NIM : 1917404091  
Program Studi : S1 Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di SMP Negeri 1 Belik pada kelas 8 D terhitung mulai tanggal 21 Agustus s/d 11 September 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul "The Effectiveness of Inquiry Method In Learning English of Eighth Grade at SMP Negeri 01 Belik, Pemalang Regency".

Demikian surat keterangan ini di buat dan di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Belik, 12 September 2023  
Kepala Sekolah  
  
**TEGUH HERWALUYO, S.Pd**  
NIP. 19680318 199802 1 004



*Alamat : Jalan Raya Km 1 Belik, Kec. Belik, Kab. Pemalang Telp. 0284(3287134)*



PEMERINTAH KABUPATEN PEMALANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 BELIK

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

421/26/2023

Yang bertanda tangan dibawah ini:

Nama : Dra. DWI SAYEKTI  
Nip : 19680229 199512 2 002  
Jabatan : Kepala Sekolah

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : Syifa Nahdiyatul Uyun  
NIM : 1917404091  
Program Studi : S1 Tadris Bahasa Inggris

Telah selesai melaksanakan uji pre-test dan post-test di SMP Negeri 02 Belik pada kelas 8 E pada tanggal 2 Agustus 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul "*The Effectiveness of Inquiry Method in Learning English at SMP Negeri 01 Belik, Pemalang Regency*".

Dengan surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana semestinya.

Belik, 20 September 2023

Mengetahui

Kepala Sekolah

  
Dra. DWI SAYEKTI  
NIP.19680229 199512 2 002

Appendix 2. Documentation of Teaching and Learning Activity



Appendix 3. Pre-test Sheet of Control and Experimental Class

Name:

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.

“GOOD LUCK!”

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

1. What is the text about?

- a. The writer’s activities of watching Chicago marathon contest.
- b. The writer’s wonderful feeling after watching marathon.

c. The writer’s good achievement in marathon.

d. The changing of the writer’s feeling after joining the marathon.

2. What was the writer’s intention when he decided to join his first marathon?

- a. He would get the winner
- b. He just wanted to get an experience
- c. He planned to join another marathon
- d. He wanted to complete 26,2 miles run

3. “... I change my mind.” (Paragraph 2)  
The word “mind” is closest in meaning to ...

- a. Decision
- b. Ambition
- c. Thought
- d. Suggestion

4. How did the writers feel about the contest?

- a. He felt sad.
- b. He felt desperate.
- c. He felt happy.
- d. He felt scared.

5. What is the name of the race in this picture?



- a. Panjat pinang
- b. Sack race
- c. Tandem race
- d. Tug of war

6. When I lived in Solo, I ... in a hospital.

- a. Work
- b. Worked
- c. Was working
- d. was worked

7. My teacher ... new book yesterday.

- a. Bring
- b. Brought
- c. Brings
- d. Is bringing

8. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls
- c. Called
- d. is called

9. She ... to the collage yesterday.

- a. Walking
- b. Walk
- c. Walked
- d. be walking

10. We... to Bali two weeks ago.

- a. Gone
- b. Come
- c. Went
- d. Go

Read the text to answer questions number 11 to 14.

Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone

shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. Why did the people gather under the Town Hall clock?
  - a. To welcome the New Year
  - b. To see the newly bought clock
  - c. To strike the laughing people
  - d. To stop people who shouted
12. Based on the text, where was the writer?
  - a. At the center of the town
  - b. At home
  - c. At the beach
  - d. At the market
13. When did the event happen?
  - a. In the middle of the year
  - b. The end of the year
  - c. Christmas celebration
  - d. At the weekend as usual
14. Which of the following is not true according to the text?
  - a. The writer was waiting to celebrate the New Year.

- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

Read the text to answer questions number 15 to 18.

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

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

15. Which one of the following statements is false about Sang Prabu?
- Sang Prabu was a father of his only daughter
  - Sang Prabu was a king of a kingdom in West Java
  - Sang Prabu was taken to Kahyangan by a wicked fairy
  - Sang Prabu was a wise man
16. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan
  - She didn't want Raden Prabu marry the princess
  - She wanted Teja Nirmala to forget about her wedding
  - She didn't want the prince of Blambangan marry the princess
17. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
  - The nice fairy
  - Princess Nirmala
  - Prince Teja
18. The similarity between fairy and human according to the text.
- The place they live
  - The jealousy that they possess
  - The way they don't feel a love
  - The strength they have
19. What does "desperate" in Indonesian language?
- Sedih
  - Mengalah
  - Putus asa
  - Putus
20. What does "celebrate" in Indonesian language?
- Kesengsaraan
  - Perayaan
  - Jamu
  - Keheningan

Appendix 4. Post-test Sheet of Control and Experimental Class

Name:

Class:

A. Choose the correct answer by crossing (x) the latter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number

1 to 5.

Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very

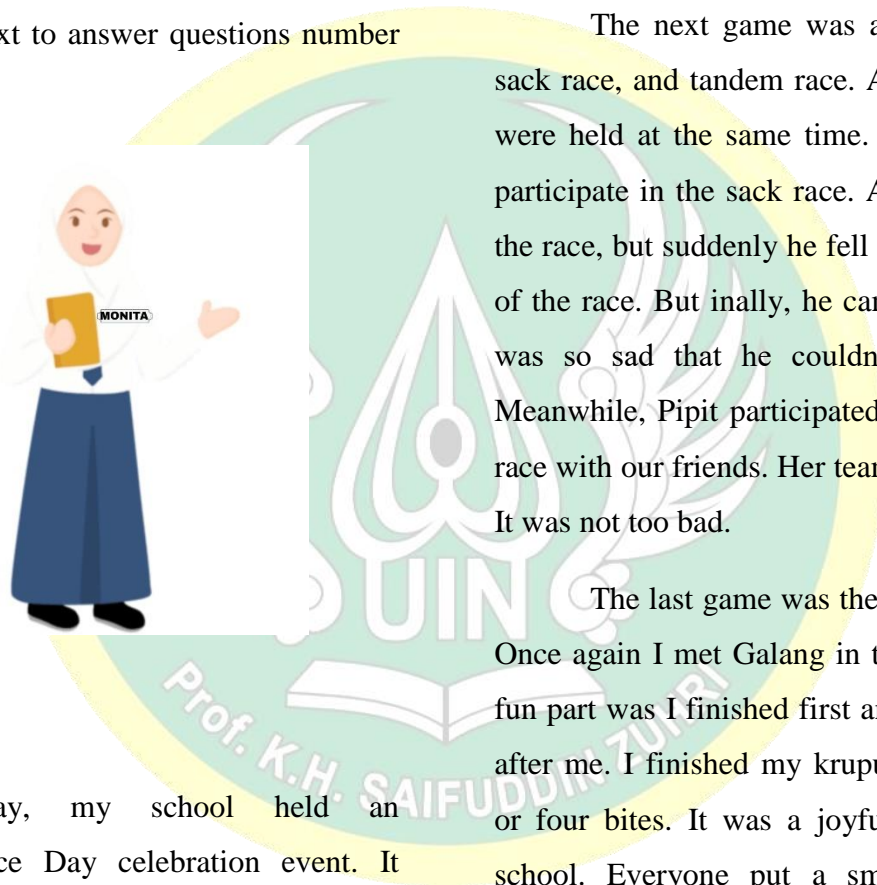
tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?

a. Independence Day Celebration in Indonesia.





b. Independence Day Celebration in Monita's School.

c. Independence Day Celebration in Monita's Hometown.

d. Independence Day Celebration in Galang's School.

2. How many fun games were being competed in the event?

a. 3

b. 4

c. 5

d. 7

3. Who was the winner of the marble-in-spoon race?

a. Andre

b. Monita

c. Galang

d. Pipit

4. How did Monita feel about the event?

a. She felt excited.

b. She felt delighted.

c. She felt embarrassed.

d. She felt desperate.

5. What is the name of the race in the



picture?

a. Sack race

b. Tandem race

c. Kerupuk race

d. Marble in spoon race

6. I ... in Bandung last week.

a. Were

b. Was

c. Am

d. Is

7. I ... to the school alone yesterday.

a. Walk

b. Walking

c. Walked

d. Walks

8. We ... in this restaurant 2 days ago.

a. Ate

- b. Eaten
- c. Eat
- d. Eating

9. ... he read novel last night?

- a. Do
- b. Did
- c. Done
- d. Are

10. She bought a t-shirt ...

- a. Yesterday
- b. Tommorrow
- c. Tonight
- d. Today

Read the text to answer questions number 11 to 13.

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the

steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

11. What does the text talk about?

- a. My daughter's 1st birthday
- b. Wonderful experience
- c. The first time of making a birthday cake
- d. Decorating a birthday cake

12. The writer was inspired to make a birthday cake for his daughter by ....

- a. his guest
- b. his daughter
- c. his wife
- d. his children

13. The writer felt a bit nervous because it was ....

- a. his daughter's birthday
- b. a wonderful experience
- c. the first time he made a cake
- d. difficult to make a cake

Read the text to answer question number 14 to 17.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?

- a. Malin Kundang

b. Bawang Putih & Bawang Merah

c. Sangkuriang

d. Tangkuban Perahu

15. Who is Bawang Merah?

a. Bawang Putih's mother

b. Bawang Putih's step sister

c. The old woman

d. The pumpkin's owner

16. Who gave the clothes back to Bawang Putih?

a. The old woman

b. Bawang merah

c. Her Step mother

d. River

17. What kind of text the story above?

a. Recount

b. Descriptive

c. Procedure

d. Narrative

18. The generic structure of the narrative text is...

a. Complication-resolution-orientation

b. Resolution-orientation-complication

c. Orientation-resolution-complication

d. Orientation-complication-resolution

19. What does “dirty” in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap
- d. Cemong

20. What does “I am proud of you” in Indonesian language?

- a. Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan



## Appendix 5. Lesson Plan

### Modul Pembelajaran Bahasa Inggris SMP Kelas VIII Teks Narrative

No	Komponen	Deskripsi
Informasi Umum		
A.	Identitas Sekolah	SMPN 1 Belik
	Penyusun	Syifa Nahdiyatul Uyun
	Jenjang Sekolah	Kelas 8
	Alokasi Waktu	2x40 menit
B.	Capaian Pembelajaran	<ul style="list-style-type: none"><li>- Menyimak, pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi.</li><li>- Membaca, pada akhir fase D, peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</li><li>- Menulis, pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata dan struktur kalimat sederhana. Menggunakan contoh, mereka</li></ul>

		membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk Menyusun argument dan menjelaskan atau mempertahankan suatu pendapat.
C.	Profil Pelajar Pancasila	<ol style="list-style-type: none"> <li>1. Bernalar kritis: Mengidentifikasi informasi terperinci, menyimpulkan fungsi sosial informasi tersirat dari teks Narrative</li> <li>2. Berkebhinekaan global: Mengenal berbagai teks narrative dalam konteks keragaman global</li> <li>3. Gotong Royong: Berkolaborasi menyelesaikan masalah dalam bentuk permainan</li> </ol>
D.	Sarana dan Prasarana	Papan tulis, spidol, ruang kelas, worksheet
E.	Pendekatan dan metode pembelajaran	Scientific dan Metode Guided Inquiry
Kompeteni Inti		
A.	Tujuan pembelajaran	<p>Setelah mempelajari materi, peserta didik diharapkan dapat:</p> <ol style="list-style-type: none"> <li>1. Menghubungkan dan mengurutkan peristiwa dalam sebuah cerita secara imajinatif.</li> <li>2. Menjealskan, tindakan, perasaan dan perilaku karakter dalam cerita imajinatif.</li> <li>3. Menceritakan kembali dan menulis ulang cerita imajinatif.</li> </ol>
B.	Kegiatan Pembelajaran	<ol style="list-style-type: none"> <li>1. Kegiatan Pendahuluan <ul style="list-style-type: none"> <li>- Guru memberi salam dan mengajak siswa berdoa sebelum memulai pembelajaran.</li> <li>- Guru memeriksa kehadiran siswa.</li> <li>- Guru mereview materi pelajaran pada pertemuan sebelumnya.</li> <li>- Guru menyampaikan tujuan pembelajaran.</li> </ul> </li> </ol>
		<ol style="list-style-type: none"> <li>2. Kegiatan Inti <ol style="list-style-type: none"> <li>a. Stimulation</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>- Peserta didik diberikan worksheet yang berisi beberapa pertanyaan tentang teks narrative yang akan disimak bersama.</li> <li>- Peserta didik menyimak cerita the ant and the dove.</li> <li>- Peserta didik dan guru saling berdiskusi dan bertanya jawab membahas worksheet yang telah diberikan.</li> </ul> <p>b. problem Statement</p> <ul style="list-style-type: none"> <li>- Peserta didik diberikan LKPD 1 yang berisi beberapa pertanyaan tentang informasi rinci/spesifik tentang narrative text.</li> <li>- Peserta didik diberikn pre-test dan post-test.</li> </ul> <p>c. Mengumpulkan Data</p> <ul style="list-style-type: none"> <li>- Peserta didik berdiskusi untuk mengumpulkan informasi (misalnya mencari arti unfamiliar words di kamus, atau mencari informasi pada buku pelajaran) sesuai dengan cerita yang diberikan.</li> </ul> <p>d. Mengolah Data</p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan hasil pengumpulan informasi.</li> <li>- Guru memberikan pre-test dan post-test.</li> </ul> <p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> <li>- Peserta didik dan guru menyimpulkan materi pembelajaran.</li> <li>- Peserta didik dan guru melakukan refleksi pembelajaran yang telah berlangsung.</li> <li>- Guru menyampaikan rencana materi pada pembelajaran selanjutnya.</li> </ul>
C.	Assesment	<ol style="list-style-type: none"> <li>1. Formatif <ul style="list-style-type: none"> <li>- LKPD 1</li> </ul> <ol style="list-style-type: none"> <li>1. What is the story about?</li> <li>2. Mention character in the story</li> <li>3. Where and when did story happen?</li> </ol> <ul style="list-style-type: none"> <li>- Pre-test dan Post-test</li> </ul> </li> <li>2. Sumatif <ul style="list-style-type: none"> <li>- Diskusi</li> </ul> </li> </ol>
D.	Bahan bacaan guru dan peserta didik	<ul style="list-style-type: none"> <li>- Sumber bacaan buku LKS bahasa Inggris</li> </ul>

E.	Daftar Pustaka	<ul style="list-style-type: none"> <li>- <a href="https://www.englishacademy.id/blog/narrative-text-adalah">https://www.englishacademy.id/blog/narrative-text-adalah</a></li> <li>- <a href="https://www.gramedia.com/literasi/narrative-text/">https://www.gramedia.com/literasi/narrative-text/</a></li> </ul>
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Modul Pembelajaran Bahasa Inggris SMP Kelas VIII Recount Text

No	Komponen	Deskripsi
A.	Identitas Sekolah	SMPN 1 Belik
	Penyusun	Syifa Nahdiyatul Uyun
	Jenjang Sekolah	Kelas 8
	Alokasi Waktu	3 minggu 2x40 menit
	Konten Utama	Recount Text
B.	Capaian Pembelajaran	<ul style="list-style-type: none"> <li>- Menyimak, pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi.</li> <li>- Membaca, pada akhir fase D, peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</li> </ul>



		<ul style="list-style-type: none"> <li>- Menulis, pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk Menyusun argument dan menjelaskan atau mempertahankan suatu pendapat.</li> </ul>
C.	Profil pelajar Pancasila	<ol style="list-style-type: none"> <li>1. Beriman, Bertakwa Kepada Tuhan YME, dan Berakhlak Mulia</li> <li>2. Bergotong royong</li> <li>3. Mandiri</li> <li>4. Kreatif</li> <li>5. Bernalar kritis</li> </ol>
D.	Sarana dan Prasarana	Papan tulis, spidol, ruang kelas, worksheet
E.	Pendekatan dan metode pembelajaran	Problem Based Learning dan Metode Inquiry
<b>Kompetensi Inti</b>		
A.	Tujuan pembelajaran	<ol style="list-style-type: none"> <li>1. Peserta didik diharapkan berbicara tentang pengalaman pribadi dimasa lalu.</li> <li>2. Mengidentifikasi informasi secara spesifik tentang pengalaman pribadi.</li> <li>3. Menuliskan peristiwa-peristiwa utama dari pengalaman pribadi.</li> </ol>
B.	Kegiatan Pembelajaran	<ol style="list-style-type: none"> <li>1. Pendahuluan <ul style="list-style-type: none"> <li>- Guru memberi salam (greeting);</li> <li>- Guru bersama peserta didik berdo'a;</li> <li>- Guru memeriksa kehadiran peserta didik;</li> <li>-Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</li> </ul> </li> </ol>

		<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> <li>- Peserta didik diberikan materi tentang recount text.</li> <li>- Peserta didik secara berkelompok mengidentifikasi generic structure recount text dari cerita SMP Merdeka School Parade.</li> <li>- Peserta didik diberikan materi tentang simple past tense.</li> <li>- Peserta didik diberikan LKPD 1 yang berisi beberapa pertanyaan tentang informasi rinci/spesifik tentang sebuah cerita recount text.</li> </ul> <p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> <li>- Peserta didik dan guru menyimpulkan materi pembelajaran.</li> <li>- Peserta didik dan guru melakukan refleksi pembelajaran yang telah berlangsung.</li> <li>- Guru menyampaikan rencana materi pada pembelajaran selanjutnya.</li> </ul>
C.	Assesment	<p>1. Formatif</p> <ul style="list-style-type: none"> <li>- Analisislah bagian struktur cerita dibawah ini:</li> </ul> <p>On August 17<sup>th</sup>, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, piked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.</p> <p>In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.</p>

		<p>Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.</p> <p>After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the events.</p> <p>2. Sumatif - Diskusi</p>
D.	Bahan bacaan guru dan peserta didik	Sumber bacaan buku LKS dan buku paket bahasa Inggris.
E.	Daftar Pustaka	<a href="https://www.english-academy.id/blog/pengertian-recount-text">https://www.english-academy.id/blog/pengertian-recount-text</a> <a href="https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat">https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat</a>

Analisislah bagian structure recount text sbawg rui!

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka.

The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post.

It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.

Everyone felt happy with the events.

## LKPD 1 Narrative text

### The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was a big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

1. What is the story about?
2. Mention character in the story!
3. Where and when did story happen?

## Appendix 6. The Result Pre-test Sheet of Control Class and Experimental Class

### Pre-test experimental class

(70)

B : 10.  
S : 6

Name: Muhammad khuluq

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.  
"GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

1. What is the text about?

- The writer's activities of watching Chicago marathon contest.
- The writer's wonderful feeling after watching marathon.
- The writer's good achievement in marathon.
- The changing of the writer's feeling after joining the marathon.

2. What was the writer's intention when he decided to join his first marathon?

- He would get the winner
- He just wanted to get an experience
- He planned to join another marathon
- He wanted to complete 26,2 miles run


"... I change my mind." (Paragraph 2) The word "mind" is closest in meaning to ...

- Decision
- Ambition
- Thought
- Suggestion

4. How did the writers feel about the contest?

- He felt sad.
- He felt desperate.
- He felt happy.
- He felt scared.

5. What is the name of the race in this picture?



- Panjat pinang
- Sack race
- Tandem race
- Tug of war

When I lived in Solo, I ... in a hospital.

- a. Work
- b. Worked
- c. Was working
- was worked

7. My teacher ... new book yesterday.

- a. Bring
- Brought
- c. Brings
- d. Is bringing

8. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls
- Called
- d. is called

She ... to the collage yesterday.

- Walking
- b. Walk
- c. Walked
- d. be walking

10. We... to Bali two weeks ago.

- a. Gone
- b. Come
- Went
- d. Go

Read the text to answer questions number 11 to 14.

### Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. Why did the people gather under the Town Hall clock?

- To welcome the New Year
- b. To see the newly bought clock
- c. To strike the laughing people
- d. To stop people who shouted

Based on the text, where was the writer?

- a. At the center of the town
- b. At home
- At the beach
- d. At the market

13. When did the event happen?

- a. In the middle of the year
- b. The end of the year
- c. Christmas celebration
- d. At the weekend as usual

14. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 15 to .**

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

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

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

15. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

16. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess



So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

a. The wicked fairy

b. The nice fairy

c. Princess Nirmala

d. Prince Teja

18. The similarity between fairy and human according to the text.

a. The place they live

b. The jealousy that they possess

c. The way they don't feel a love

d. The strength they have

19. What does "desperate" in Indonesian language?

a. Sedih

b. Mengalah

c. Putus asa

d. Putus

20. What does "celebrate" in Indonesian language?

a. Kesengsaraan

b. Perayaan

c. Jamu

d. Keheningan

B : 1A  
S : 6



Name: Pintan ayueea Khan

Class:

- A. Choose the correct answer by crossing (x) the letter a, b, c, or d.  
"GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

- What is the text about?
- a. The writer's activities of watching Chicago marathon contest.
  - b. The writer's wonderful feeling after watching marathon.
  - The **writer's** good achievement in marathon.
  - d. The changing of the writer's feeling after joining the marathon.

2. What was the writer's intention when he decided to join his first marathon?
- a. He would get the winner
  - b. He just wanted to get an experience
  - He planned to join another marathon
  - d. He wanted to complete 26,2 miles run
3. "... I change my mind." (Paragraph 2) The word "mind" is closest in meaning to ...
- a. Decision
  - b. Ambition
  - Thought
  - d. Suggestion
4. How did the writers feel about the contest?
- a. He felt sad.
  - b. He felt desperate.
  - He felt happy.
  - d. He felt scared.
- What is the name of the race in this picture?



- a. Panjat pinang
- b. Sack race
- Tandem race
- d. Tug of war

6. When I lived in Solo, I ... in a hospital.
- a. Work
  - b. Worked
  - c. Was working
  - d. was worked
7. My teacher ... new book yesterday.
- a. Bring
  - b. Brought
  - c. Brings
  - d. Is bringing
8. I was watching movie when my mother ... me.
- a. Was calling
  - b. Calls
  - c. Called
  - d. is called
9. She ... to the collage yesterday.
- a. Walking
  - b. Walk
  - c. Walked
  - d. be walking
10. We... to Bali two weeks ago.
- a. Gone
  - b. Come
  - c. Went
  - d. Go

Read the text to answer questions number 11 to 14.

#### Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. Why did the people gather under the Town Hall clock?
- a. To welcome the New Year
  - b. To see the newly bought clock
  - c. To strike the laughing people
  - d. To stop people who shouted
12. Based on the text, where was the writer?
- a. At the center of the town
  - b. At home
  - c. At the beach
  - d. At the market

13. When did the event happen?

- a. In the middle of the year
- b. The end of the year
- c. Christmas celebration
- d. At the weekend as usual

14. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 15 to .**

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

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

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

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- c. Sang Prabu was taken to Kahyangan by a wicked fairy
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- d. She didn't want the prince of Blambangan marry the princess

So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

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- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

18. The similarity between fairy and human according to the text.

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What does "desperate" in Indonesian language?

- a. Sedih
- b. Mengalah
- c. Putus asa
- d. Putus

What does "celebrate" in Indonesian language?

- a. Kesengsaraan
- b. Perayaan
- c. Jamu
- d. Keheningan

B : 11  
S : 9

CS

Name: Danu Yudha Saputra.

Class:

- A. Choose the correct answer by crossing (x) the letter a, b, c, or d.  
"GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

1. What is the text about?
  - a. The writer's activities of watching Chicago marathon contest.
  - b. The writer's wonderful feeling after watching marathon.
  - c. The writer's good achievement in marathon.
  - d. The changing of the writer's feeling after joining the marathon.

What was the writer's intention when he decided to join his first marathon?

- a. He would get the winner
- b. He just wanted to get an experience
- c. He planned to join another marathon
- d. He wanted to complete 26,2 miles run

3. "... I change my mind." (Paragraph

2) The word "mind" is closest in meaning to ...

- a. Decision
- b. Ambition
- c. Thought
- d. Suggestion

How did the writers feel about the contest?

- a. He felt sad.
- b. He felt desperate.
- c. He felt happy.

He felt scared.

5. What is the name of the race in this picture?



- a. Panjat pinang
- b. Sack race
- c. Tandem race
- d. Tug of war

When I lived in Solo, I ... in a hospital.

- a. Work
- b. Worked
- c. Was working

was worked

7. My teacher ... new book yesterday.

- a. Bring
- Brought
- c. Brings
- d. Is bringing

8. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls

Called

d. is called

She ... to the collage yesterday.

Walking

b. Walk

c. Walked

d. be walking

10. We... to Bali two weeks ago.

a. Gone

b. Come

Went

d. Go

Read the text to answer questions number 11 to 14.

### Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

11. Why did the people gather under the Town Hall clock?

To welcome the New Year

b. To see the newly bought clock

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d. To stop people who shouted

Based on the text, where was the writer?

a. At the center of the town

b. At home

At the beach

d. At the market

13. When did the event happen?

- a. In the middle of the year
- b. The end of the year
- c. Christmas celebration
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14. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 15 to .**

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

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

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

15. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

16. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess



So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

a. The wicked fairy

b. The nice fairy

c. Princess Nirmala

d. Prince Teja

18. The similarity between fairy and human according to the text.

a. The place they live

b. The jealousy that they possess

c. The way they don't feel a love

d. The strength they have

19. What does "desperate" in Indonesian language?

a. Sedih

b. Mengalah

c. Putus asa

d. Putus

20. What does "celebrate" in Indonesian language?

a. Kesengsaraan

b. Perayaan

c. Jamu

d. Keheningan

## Pre-test control class

Pre-test

B: B

B

Name: Wtalia Novianti

Class:

- A. Choose the correct answer by crossing (x) the letter a, b, c, or d. "GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

1. What is the text about?
  - a. The writer's activities of watching Chicago marathon contest.
  - b. The writer's wonderful feeling after watching marathon.
  - c. The writer's good achievement in marathon.
  - d. The changing of the writer's feeling after joining the marathon.

2. What was the writer's intention when he decided to join his first marathon?
  - a. He would get the winner
  - b. He just wanted to get an experience
  - c. He planned to join another marathon
  - d. He wanted to complete 26,2 miles run
3. "... I change my mind." (Paragraph 2) The word "mind" is closest in meaning to ...
  - a. Decision
  - b. Ambition
  - c. Thought
  - d. Suggestion
4. How did the writers feel about the contest?
  - a. He felt sad.
  - b. He felt desperate.
  - c. He felt happy.
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5. What is the name of the race in this picture?



- a. Panjat pinang
- b. Sack race
- c. Tandem race
- d. Tug of war

6. When I lived in Solo, I ... in a hospital.

- a. Work
- b. Worked
- c. Was working
- d. was worked

7. My teacher ... new book yesterday.

- a. Bring
- b. Brought
- c. Brings
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8. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls
- c. Called
- d. is called

9. She ... to the collage yesterday.

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- b. Walk
- c. Walked
- d. be walking

10. We... to Bali two weeks ago.

- a. Gone
- b. Come
- c. Went
- d. Go

Read the text to answer questions number 11 to 14.

### Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

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12. Based on the text, where was the writer?

- a. At the center of the town
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13. When did the event happen?

a. In the middle of the year

b. The end of the year

c. Christmas celebration

d. At the weekend as usual

14. Which of the following is not true according to the text?

a. The writer was waiting to celebrate the New Year.

b. The writer brought a watch.

c. The writer was very happy.

d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 15 to .**

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Pot-leaf

b: 13

(13)

Name: wtdia nodianti

Class:

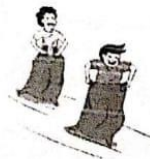
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b. Perayaan

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d. Keheningan

Pr. 11



Name: Atvika Maha

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.  
"GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

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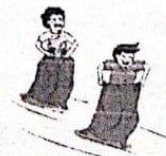
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- b. The nice fairy
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- a. Kesengsaraan
- b. Perayaan
- c. Jamu
- d. Keheningan

## Appendix 7. The Results Post-test Control Class and Experimental Class

### Control class

Part of

b. 4

88

Name: Justin dominic Frizy

Class: VIII F

A. Choose the correct answer by crossing (x) the latter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't inish irst. Meanwhile, Pipit

participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he inished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?
  - a. Independence Day Celebration in Indonesia.
  - b. Independence Day Celebration in Monita's School.
  - c. Independence Day Celebration in Monitas' Hometown.
  - d. Independence Day Celebration in Galang's School.
2. How many fun games were being competed in the event?
  - a. 3
  - b. 4
  - c. 5
  - d. 7
3. Who was the winner of the marble-in-spoon race?
  - a. Andre
  - b. Monita
  - c. Galang
  - d. Pipit
4. How did Monita feel about the event?
  - a. She felt excited.

- She felt delighted.
- c. She felt embarrassed.
- d. She felt desperate.

5. What is the name of the race in the picture?



- a. Sack race
- b. Tandem race
- c. Kerupuk race
- Marble in spoon race

6. I ... in Bandung last week.

- a. Were
- b. Was
- Am
- d. Is

7. I ... to the school alone yesterday.

- a. Walk
- b. Walking
- Walked
- d. Walks

8. We ... in this restaurant 2 days ago.

- Ate
- b. Eaten
- c. Eat
- d. Eating

9. ... he read novel last night?

- a. Do
- b. Did
- c. Done
- Are

10. She bought a t-shirt ...

- Yesterday
- b. Tommorrow
- c. Tonight
- d. Today

Read the text to answer questions number 11 to 1.

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

11. What does the text talk about?

- a. My daughter's 1st birthday
- Wonderful experience

- c. The first time of making a birthday cake
  - d. Decorating a birthday cake
12. The writer was inspired to make a birthday cake for his daughter by ....
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
13. The writer felt a bit nervous because it was ....
- a. his daughter's birthday
  - b. a wonderful experience
  - c. the first time he made a cake
  - d. difficult to make a cake

**Read the text to answer question number 14 to 17.**

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There

were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?
- a. Malin Kundang
  - b. Bawang Putih & Bawang Merah
  - c. Sangkuriang
  - d. Tangkuban Perahu
15. Who is Bawang Merah?
- a. Bawang Putih's mother
  - b. Bawang Putih's step sister
  - c. The old woman
  - d. The pumpkin's owner
16. Who gave the clothes back to Bawang Putih?
- a. The old woman
  - b. Bawang merah
  - c. Her Step mother
  - d. River
17. What kind of text the story above?
- a. Recount
  - b. Descriptive
  - c. Procedure
  - d. Narrative
18. The generic structure of the narrative text is...
- a. Complication-resolution-orientation
  - b. Resolution-orientation-complication
  - c. Orientation-resolution-complication
  - d. Orientation-complication-resolution



19. What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap
- d. Cemong

20. What does "I am proud of you" in Indonesian language?

- a. Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan

P. 15

AS

Name: Aritra Masha Atmariyani

Class:

A. Choose the correct answer by crossing (x) the latter a, b, c, or d.

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  - b. 4
  - c. 5
  - d. 7
3. Who was the winner of the marble-in-spoon race?
  - a. Andre
  - b. Monita
  - c. Galang
  - d. Pipit
4. How did Monita feel about the event?
  - a. She felt excited.

- b. She felt delighted.
  - c. She felt embarrassed.
  - d. She felt desperate.
5. What is the name of the race in the picture?



- a. Sack race
  - b. Tandem race
  - c. Kerupuk race
  - d. Marble in spoon race
6. I ... in Bandung last week.
- a. Were
  - b. Was
  - c. Am
  - d. Is
7. I ... to the school alone yesterday.
- a. Walk
  - b. Walking
  - c. Walked
  - d. Walks
8. We ... in this restaurant 2 days ago.
- a. Ate
  - b. Eaten
  - c. Eat
  - d. Eating
9. ... he read novel last night?

- a. Do
  - b. Did
  - c. Done
  - d. Are
10. She bought a t-shirt ...
- a. Yesterday
  - b. Tomorrow
  - c. Tonight
  - d. Today

**Read the text to answer questions number 11 to 1.**

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

11. What does the text talk about?
- a. My daughter's 1st birthday
  - b. Wonderful experience

c. The first time of making a birthday cake

d. Decorating a birthday cake

12. The writer was inspired to make a birthday cake for his daughter by ....

a. his guest

b. his daughter

c. his wife

d. his children

13. The writer felt a bit nervous because it was ....

a. his daughter's birthday

b. a wonderful experience

c. the first time he made a cake

d. difficult to make a cake

**Read the text to answer question number 14 to 17.**

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There

were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?

a. Malin Kundang

b. Bawang Putih & Bawang Merah

c. Sangkuriang

d. Tangkuban Perahu

15. Who is Bawang Merah?

a. Bawang Putih's mother

b. Bawang Putih's step sister

c. The old woman

d. The pumpkin's owner

16. Who gave the clothes back to Bawang Putih?

a. The old woman

b. Bawang merah

c. Her Step mother

d. River

17. What kind of text the story above?

a. Recount

b. Descriptive

c. Procedure

d. Narrative

18. The generic structure of the narrative text is...

a. Complication-resolution-orientation

b. Resolution-orientation-complication

c. Orientation-resolution-complication

d. Orientation-complication-resolution

19. What does “dirty” in Indonesian language?

a. Bersih

b. Kotor

c. Mengkilap

d. Cemong

20. What does “I am proud of you” in Indonesian language?

a. Aku bangga padamu

b. Aku angkuh padamu

c. Aku senang padamu

d. Aku membanggakan

b = u

80

Name: *Widya Novianti*

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't inish irst. Meanwhile, Pipit

participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he inished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?

- a. Independence Day Celebration in Indonesia.
- b. Independence Day Celebration in Monita's School.
- c. Independence Day Celebration in Monitas' Homctown.
- d. Independence Day Celebration in Galang's School.

2. How many fun games were being competed in the event?

- a. 3
- b. 4
- c. 5

d. 7

3. Who was the winner of the marble-in-spoon race?

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11. What does the text talk about?

- a. My daughter's 1st birthday
- b. Wonderful experience

- c. The first time of making a birthday cake
  - d. Decorating a birthday cake
12. The writer was inspired to make a birthday cake for his daughter by ....
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
13. The writer felt a bit nervous because it was ....
- a. his daughter's birthday
  - b. a wonderful experience
  - c. the first time he made a cake
  - d. difficult to make a cake

Read the text to answer question number 14 to 17.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewels. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There

were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?
- a. Malin Kundang
  - b. Bawang Putih & Bawang Merah
  - c. Sangkuriang
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15. Who is Bawang Merah?
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- a. The old woman
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17. What kind of text the story above?
- a. Recount
  - b. Descriptive
  - c. Procedure
  - d. Narrative
18. The generic structure of the narrative text is...
- a. Complication-resolution-orientation
  - b. Resolution-orientation-complication
  - c. Orientation-resolution-complication
  - d. Orientation-complication-resolution



19. What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap

d. Cemong

20. What does "I am proud of you" in Indonesian language?

a. Aku bangga padamu

b. Aku angkuh padamu

c. Aku senang padamu

d. Aku membanggakan

## Post-test experimental class

B=18  
S=2

Name: Pinkan Ayudca Jihan

Class:

A. Choose the correct answer by crossing (x) the latter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



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In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't inish irst. Meanwhile, Pipit

90

participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he inished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?

- a. Independence Day Celebration in Indonesia.
- b. Independence Day Celebration in Monita's School.
- c. Independence Day Celebration in Monitas' Hometown.
- d. Independence Day Celebration in Galang's School.

2. How many fun games were being competed in the event?

- a. 3
- b. 4
- c. 5
- d. 7

3. Who was the winner of the marble-in-spoon race?

- a. Andre
- b. Monita
- c. Galang
- d. Pipit

4. How did Monita feel about the event?

- a. She felt excited.

- b. She felt delighted.
- c. She felt embarrassed.
- d. She felt desperate.

5. What is the name of the race in the picture?



- a. Sack race
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a. Do

b. Did

c. Done

d. Are

10. She bought a t-shirt ...

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b. Tommorrow

c. Tonight

d. Today

**Read the text to answer questions number 11 to 1.**

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

11. What does the text talk about?

a. My daughter's 1st birthday

b. Wonderful experience

- c. The first time of making a birthday cake
  - d. Decorating a birthday cake
12. The writer was inspired to make a birthday cake for his daughter by ....
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
13. The writer felt a bit nervous because it was ....
- a. his daughter's birthday
  - b. a wonderful experience
  - c. the first time he made a cake
  - d. difficult to make a cake

**Read the text to answer question number 14 to 17.**

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There

were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?
- a. Malin Kundang
  - b. Bawang Putih & Bawang Merah
  - c. Sangkuriang
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15. Who is Bawang Merah?
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17. What kind of text the story above?
- a. Recount
  - b. Descriptive
  - c. Procedure
  - d. Narrative
18. The generic structure of the narrative text is...
- a. Complication-resolution-orientation
  - b. Resolution-orientation-complication
  - c. Orientation-resolution-complication
  - d. Orientation-complication-resolution

19. What does "dirty" in Indonesian language?

a. Bersih

b. Kotor

c. Mengkilap

d. Cemong

20. What does "I am proud of you" in Indonesian language?

a. Aku bangga padamu

b. Aku angkuh padamu

c. Aku senang padamu

d. Aku membanggakan

B: 16  
S: A

80

Name: Danu Yudha Saputra.

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



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In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

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1. What was the story about?

- a. Independence Day Celebration in Indonesia.
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- c. Independence Day Celebration in Monita's Hometown.
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2. How many fun games were being competed in the event?

- a. 3
- b. 4
- c. 5
- d. 7

3. Who was the winner of the marble-in-spoon race?

- a. Andre
- b. Monita
- c. Galang
- d. Pipit

4. How did Monita feel about the event?

- a. She felt excited.

- b. She felt delighted.  
 c. She felt embarrassed.  
 d. She felt desperate.
5. What is the name of the race in the picture?



- a. Sack race  
 b. Tandem race  
 c. Kerupuk race  
 d. Marble in spoon race
6. I ... in Bandung last week.
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8. We ... in this restaurant 2 days ago.
- a. Ate  
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- a. Yesterday  
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 d. Today

**Read the text to answer questions number 11 to 1.**

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

11. What does the text talk about?
- a. My daughter's 1st birthday  
 b. Wonderful experience

- c. The first time of making a birthday cake
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12. The writer was inspired to make a birthday cake for his daughter by ....
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
13. The writer felt a bit nervous because it was ....
- a. his daughter's birthday
  - b. a wonderful experience
  - c. the first time he made a cake
  - d. difficult to make a cake

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There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

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What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
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Cemong

20. What does "I am proud of you" in Indonesian language?

- Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan

S=1

Name: **Muhammad khuluq**

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



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95

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- a. Do
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- a. My daughter's 1st birthday
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There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There

were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

14. What is the story about?

a. Malin Kundang

b. Bawang Putih & Bawang Merah

c. Sangkuriang

d. Tangkuban Perahu

15. Who is Bawang Merah?

a. Bawang Putih's mother

b. Bawang Putih's step sister

c. The old woman

d. The pumpkin's owner

16. Who gave the clothes back to Bawang Putih?

a. The old woman

b. Bawang merah

c. Her Step mother

d. River

17. What kind of text the story above?

a. Recount

b. Descriptive

c. Procedure

d. Narrative

18. The generic structure of the narrative text is...

a. Complication-resolution-orientation

b. Resolution-orientation-complication

c. Orientation-resolution-complication

d. Orientation-complication-resolution

19. What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap
- d. Cemong

20. What does "I am proud of you" in Indonesian language?

- a. Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan

## Appendix 8. The Results of Instrument Validitas Post-test

8-25

Name: Fadli Hafidz

Class:

A. Choose the correct answer by crossing (x) the latter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't inish irst. Meanwhile, Pipit

participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he inished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?
  - a. Independence Day Celebration in Indonesia.
  - b. Independence Day Celebration in Monita's School.
  - c. Independence Day Celebration in Monita's Hometown.
  - d. Independence Day Celebration in Galang's School.
2. Who could be the participant in the fun games?
  - a. The whole students
  - b. The teachers
  - c. 7 graders
  - d. Security
3. How many fun games were being competed in the event?
  - a. 3
  - b. 4
  - c. 5
  - d. 7

4. Who was the winner of the marble-in-spoon race?

- a. Andre
- b. Monita
- c. Galang
- d. Pipit

5. How did Monita feel about the event?

- a. She felt excited.
- b. She felt delighted.
- c. She felt embarrassed.
- d. She felt desperate.

6. What is the name of the race in the picture?



- a. Sack race
- b. Tandem race
- c. Kerupuk race
- d. Marble in spoon race

7. I ... in Bandung last week.

- a. Were
- b. Was
- c. Am
- d. Is

8. My mother was in the kitchen, she ... some cakes for four hour was ago.

- a. Cooked
- b. Cook
- c. Cooking
- d. Cooks

9. I ... to the school alone yesterday.

- a. Walk
- b. Walking
- c. Walked
- d. Walks

10. We ... in this restaurant 2 days ago.

- a. Ate
- b. Eaten
- c. Eat
- d. Eating

11. ... he read novel last night?

- a. Do
- b. Did
- c. Done
- d. Are

12. She bought a t-shirt ...

- a. Yesterday
- b. Tommorrow
- c. Tonight
- d. Today

Read the text to answer questions number 13 to 17.

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

13. What does the text talk about?
- a. My daughter's 1st birthday
  - b. Wonderful experience
  - c. The first time of making a birthday cake
  - d. Decorating a birthday cake
14. What's the main idea of paragraph two?
- a. The writer was inspired to make a birthday cake.
  - b. The writer decorated the cake with Disney characters.
  - c. The writer got the idea to make a birthday cake.

- d. The writer was making the birthday cake.
15. The writer was inspired to make a birthday cake for his daughter by ....
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
16. The writer felt a bit nervous because it was ....
- a. his daughter's birthday
  - b. a wonderful experience
  - c. the first time he made a cake
  - d. difficult to make a cake
17. It was not bad at all. (Paragraph 2). The word "it" means...
- a. A birthday cake
  - b. Birthday cake decoration
  - c. The flavour of birthday cake
  - d. The writer's daughter's 1st birthday party

Read the text to answer question number 18 to 23.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old



woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

18. What is the story about?

- a. Malin Kundang
- b. Bawang Putih & Bawang Merah
- c. Sangkuriang
- d. Tangkuban Perahu

19. What kind of text the story above?

- a. Recount
- b. Descriptive
- c. Procedure

d. Narrative

20. Who is Bawang Merah?

- a. Bawang Putih's mother
- b. Bawang Putih's step sister
- c. The old woman
- d. The pumpkin's owner

21. Who gave the clothes back to Bawang Putih?

- a. The old woman
- b. Bawang merah
- c. Her Step mother
- d. River

22. Why were Bawang Merah and mother screaming?

- a. They found jewelries
- b. Mother's clothes fell down to the river
- c. Both of them realized their mistakes

d. There were a lot of snakes inside the pumpkin

23. The generic structure of the narrative text is...

- a. Complication-resolution-orientation
- b. Resolution-orientation-complication
- c. Orientation-resolution-complication

d. Orientation-complication-resolution

24. What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap
- d. Cemong

25. What does "I am proud of you" in Indonesian language?

- a. Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan

P-7

Name: Alvika

Class:

A. Choose the correct answer by crossing (x) the letter a, b, c, or d.

"GOOD LUCK!"

Read the text to answer questions number 1 to 5.



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't inish irst. Meanwhile, Pipit

participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he inished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

- What was the story about?
- Independence Day Celebration in Indonesia.
  - Independence Day Celebration in Monita's School.
  - Independence Day Celebration in Monitas' Hometown.
  - Independence Day Celebration in Galang's School.
2. Who could be the participant in the fun games?
- The whole students
  - The teachers
  - 7 graders
  - Security
- How many fun games were being competed in the event?
- 3
  - 4
  - 5
  - 7

4. Who was the winner of the marble-in-spoon race?

- a. Andre
- b. Monita
- c. Galang
- d. Pipit

5. How did Monita feel about the event?

- a. She felt excited.
- b. She felt delighted.
- c. She felt embarrassed.
- d. She felt desperate.

6. What is the name of the race in the picture?



- a. Sack race
- b. Tandem race
- c. Kerupuk race
- d. Marble in spoon race

7. I ... in Bandung last week.

- a. Were
- b. Was
- c. Am
- d. Is

8. My mother was in the kitchen, she ... some cakes for four hour was ago.

- a. Cooked
- b. Cook
- c. Cooking
- d. Cooks

9. I ... to the school alone yesterday.

- a. Walk
- b. Walking
- c. Walked
- d. Walks

10. We ... in this restaurant 2 days ago.

- a. Ate
- b. Eaten
- c. Eat
- d. Eating

11. ... he read novel last night?

- a. Do
- b. Did
- c. Done
- d. Are

12. She bought a t-shirt ...

- a. Yesterday
- b. Tommorrow
- c. Tonight
- d. Today

Read the text to answer questions number 13 to 17.

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

13. What does the text talk about?
- a. My daughter's 1st birthday
  - b. Wonderful experience
  - c. The first time of making a birthday cake
  - d. Decorating a birthday cake
14. What's the main idea of paragraph two?
- a. The writer was inspired to make a birthday cake.
  - b. The writer decorated the cake with Disney characters.
  - c. The writer got the idea to make a birthday cake.

d. The writer was making the birthday cake.

15. The writer was inspired to make a birthday cake for his daughter by ....

- a. his guest
- b. his daughter
- c. his wife
- d. his children

16. The writer felt a bit nervous because it was ....

- a. his daughter's birthday
- b. a wonderful experience
- c. the first time he made a cake
- d. difficult to make a cake

17. It was not bad at all. (Paragraph 2). The word "it" means...

- a. A birthday cake
- b. Birthday cake decoration
- c. The flavour of birthday cake
- d. The writer's daughter's 1st birthday party

Read the text to answer question number 18 to 23.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old

woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

18. What is the story about?
- a. Malin Kundang
  - b. Bawang Putih & Bawang Merah
  - c. Sangkuriang
  - d. Tangkuban Perahu
19. What kind of text the story above?
- a. Recount
  - b. Descriptive
  - c. Procedure
  - d. Narrative
20. Who is Bawang Merah?
- a. Bawang Putih's mother
  - b. Bawang Putih's step sister
  - c. The old woman
  - d. The pumpkin's owner
21. Who gave the clothes back to Bawang Putih?
- a. The old woman
  - b. Bawang merah
  - c. Her Step mother
  - d. River

22. Why were Bawang Merah and mother screaming?

- a. They found jewelries
- b. Mother's clothes fell down to the river
- c. Both of them realized their mistakes
- d. There were a lot of snakes inside the pumpkin

23. The generic structure of the narrative text is...

- a. Complication-resolution-orientation
- b. Resolution-orientation-complication
- c. Orientation-resolution-complication
- d. Orientation-complication-resolution

24. What does "dirty" in Indonesian language?

- a. Bersih
- b. Kotor
- c. Mengkilap
- d. Cemong

25. What does "I am proud of you" in Indonesian language?

- a. Aku bangga padamu
- b. Aku angkuh padamu
- c. Aku senang padamu
- d. Aku membanggakan

*Instrument pre-test*

Name: Aldi A

Class:

- A. Choose the correct answer by crossing (x) the letter a, b, c, or d. "GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

1. What is the text about?
  - a. The writer's activities of watching Chicago marathon contest.
  - b. The writer's wonderful feeling after watching marathon.
  - c. The writer's good achievement in marathon.
  - d. The changing of the writer's feeling after joining the marathon.
2. To improve his achievement, the writer ...
  - a. Asked for advice how to run well
  - b. Practiced hard with other participants
  - c. Planned to join another marathon
  - d. Ran faster and faster

3. What was the writer's intention when he decided to join his first marathon?

- a. He would get the winner
- b. He just wanted to get an experience
- c. He planned to join another marathon
- d. He wanted to complete 26,2 miles run

4. "... I change my mind." (Paragraph 2) The word "mind" is closest in meaning to ...

- a. Decision
- b. Ambition
- c. Thought
- d. Suggestion

5. How did the writers feel about the contest?

- a. He felt sad.
- b. He felt desperate.
- c. He felt happy.
- d. He felt scared.

6. What is the name of the race in this picture?



- a. Panjat pinang
- b. Sack race
- c. Tandem race
- d. Tug of war

7. Anissa ... to English conversation when her friend was singing beside her.

- a. Listened
- b. Listens
- c. As listening
- Listen

8. When I lived in Solo, I ... in a hospital.

- a. Work
- Worked
- c. Was working
- d. was worked

9. My teacher ... new book yesterday.

- a. Bring
- Brought
- c. Brings
- d. Is bringing

10. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls
- Called
- d. is called

11. She ... to the collage yesterday.

- a. Walking
- b. Walk
- Walked
- d. be walking

12. We... to Bali two weeks ago.

- a. Gone
- b. Come
- Went
- d. Go

Read the text to answer questions number 13 to 17.

#### Happy New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

13. When did the clock stopped?

- a. At 5.12
- b. At 12.00
- At 11.55
- d. At 12.02

14. Why did the people gather under the Town Hall clock?

- To welcome the New Year
- b. To see the newly bought clock
- c. To strike the laughing people
- d. To stop people who shouted

15. Based on the text, where was the writer?

- a. At the center of the town
- b. At home
- c. At the beach
- d. At the market

16. When did the event happen?

- a. In the middle of the year
- b. The end of the year
- c. Christmas celebration
- d. At the weekend as usual

17. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 18 to 22.**

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him

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

18. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

19. Why the wicked fairy did use her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess



20. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segara will have married with Raden Begawan
- b. Sang Prabu will not hold strength competition
- c. Raden Begawan will not die
- d. Wicked Fairy will not take Raden Begawan's life

21. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

22. The similarity between fairy and human according to the text.

- a. The place they live
- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have

23. The generic structure of the narrative text is...

- a. Resolution-orientation-complication
- b. Orientation-complication-resolution
- c. Orientation-resolution-complication
- d. Resolution-complication-resolution

24. What does "desperate" in Indonesian language?

- a. Sedih
- b. Mengalah
- c. Putus asa
- d. Putus

25. What does "celebrate" in Indonesian language?

- a. Kesengsaraan
- b. Perayaan
- c. Jamu
- d. Keheningan

Name: Fadhil Hafidz

Class:

- A. Choose the correct answer by crossing (x) the letter a, b, c, or d.  
"GOOD LUCK!"

Read the text to answer questions number 1 to 5

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

- What is the text about?
  - The writer's activities of watching Chicago marathon contest.
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  - The writer's good achievement in marathon.
  - The changing of the writer's feeling after joining the marathon.
- To improve his achievement, the writer ...
  - Asked for advice how to run well
  - Practiced hard with other participants
  - Planned to join another marathon
  - Ran faster and faster
- What was the writer's intention when he decided to join his first marathon?
  - He would get the winner
  - He just wanted to get an experience
  - He planned to join another marathon
  - He wanted to complete 26,2 miles run
- "... I change my mind." (Paragraph 2)  
The word "mind" is closest in meaning to ...
  - Decision
  - Ambition
  - Thought
  - Suggestion
- How did the writers feel about the contest?
  - He felt sad.
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- What is the name of the race in this picture?
 
  - Panjat pinang
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7. Anissa ... to English conversation when her friend was singing beside her.

- a. Listened
- b. Listens
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8. When I lived in Solo, I ... in a hospital.

- a. Work
- b. Worked
- c. Was working
- d. was worked

9. My teacher ... new book yesterday.

- a. Bring
- b. Brought
- c. Brings
- d. Is bringing

10. I was watching movie when my mother ... me.

- a. Was calling
- b. Calls
- c. Called
- d. is called

11. She ... to the collage yesterday.

- a. Walking
- b. Walk
- c. Walked
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12. We... to Bali two weeks ago.

- a. Gone
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- c. Went
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Read the text to answer questions number 13 to 17.

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

18. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java

c. Sang Prabu was taken to Kahyangan by a wicked fairy

- d. Sang Prabu was a wise man

19. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding

d. She didn't want the prince of Blambangan marry the princess

15. Based on the text, where was the writer?

- a. At the center of the town
- b. At home
- c. At the beach
- d. At the market

16. When did the event happen?

- a. In the middle of the year
- b. The end of the year
- c. Christmas celebration
- d. At the weekend as usual

17. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.

**Read the text to answer questions number 18 to 22.**

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him

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

18. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

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20. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
  - b. Sang Prabu will not hold strength competition
  - c. Raden Begawan will not die
  - d. Wicked Fairy will not take Raden Begawan's life
21. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- a. The wicked fairy
  - b. The nice fairy
  - c. Princess Nirmala
  - d. Prince Teja
22. The similarity between fairy and human according to the text.
- a. The place they live
  - b. The jealousy that they possess
  - c. The way they don't feel a love
  - d. The strength they have
23. The generic structure of the narrative text is...
- a. Resolution-orientation-complication
  - b. Orientation-complication-resolution
  - c. Orientation-resolution-complication
  - d. Resolution-complication-resolution
24. What does "desperate" in Indonesian language?
- a. Sedih
  - b. Mengalah
  - c. Putus asa
  - d. Putus
25. What does "celebrate" in Indonesian language?
- a. Kesengsaraan
  - b. Perayaan
  - c. Jamu
  - d. Keheningan

## Curriculum Vitae

### A. Profile:

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### B. Formal Education

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### C. Organization Experiences

1. IMP IP (Ikatan Mahasiswa Pematang)
2. PMII Rayon Tarbiyah



Purwokerto, 4 Januari 2024

**Syifa Nahdiyatul Uyun**