

**THE EFFECTIVENESS OF INQUIRY BASED LEARNING STRATEGY
ON TEACHING READING COMPREHENSION OF NEWS ITEM**

*(An Experimental Research at the First Grade of SMA Muhammadiyah
Limbung)*



A Thesis

*Submitted to the Faculty of Teacher Training and Education
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTOS

“Man Jadda Wa Jadda”

Whoever does something persistently will succeed.

“Indeed Allah is the Best Planner”

(Q.S 8:30)

DEDICATION

In the name of Allah, I dedicated my thesis to
My Beloved Parents, Hasyim and Salmah
My Beloved sister, Nur Inzany Hasyim
All of My Lovely Cousins, especially for Suharti
My Beloved Friends

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ABSTRACT

SAHRIANTI HASYIM. 2017. *The Effectiveness of Inquiry Based Learning Strategy on Teaching Reading Comprehension of News Item (An Experimental Research at the First Grade of SMA Muhammadiyah Limbung).* A Thesis of the English Education Department, the Faculty of Teachers Training and Education. Makassar Muhammadiyah University. Guided by Ummi Khaerati Syam and Andi Asri Jumiatiy.

The objective of the research was to know the effectiveness of inquiry based learning strategy on teaching reading comprehension of news item to the students at the First Grade Students' of SMA Muhammadiyah Limbung.

The method of this research was Pre Experimental Research consisted of eight meetings. This Pre Experimental research was done at Senior High School Muhammadiyah Limbung for English Subject. As subject in this research was the first grade students in 2017-2018 academic years with students' number 34 students. Those consist of 24 women and 10 men, instruments were reading test.

The findings of the research indicated that students' improvement of the students' reading comprehension in which the mean score of pre test was 69.63 Fairly Good and the mean score of post test 77.87 was a Good. The result above indicates that there was the effectiveness of Inquiry Based Learning Strategy on Teaching Reading of News Item at the First Grade students of SMA Muhammadiyah Limbung.

Keywords: Reading Comprehension, Inquiry Based Learning Strategy, News Item

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Sahrianti Hasyim

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CHAPTER I INTRODUCTION

A. Background

In English teaching learning, students should master four language skills. The language skills are listening, speaking, reading and writing. As a language skill, reading has significant role that influence the other language skills and components. In addition, the success of learning any subject matters depends on the competence of reading comprehension since it functions as a major tool for finding and understanding information. Reading also has the value to help students learn to express their own thought and to make them familiar with the language pattern and ways of using language efficiently. Thus, mastering reading skill is very important.

Rebecca (2005) Reading is fundamentally important for success. It opens the door to personal freedom or shuts the door to opportunity. Learning to read is a means to an end. If children have difficulty learning to read early, how can they be expected to excel in other subjects as well? The best prevention of reading difficulties, therefore, is early intervention strategies at the preschool/kindergarten level. Instead of heated debates on which approach is best suited for early reading success, educators should be discussing the most efficient method(s) that produces the best results.

In reading class, we may face some difficulties, such as: difficult to get the meaning of words, to get information and to make conclusion of the passage. All of these problems will affect the learners to comprehend the passage and reading achievement. Therefore, those students need strategies or techniques in order to overcome tl

There are many kinds of texts that can be used as narrative, descriptive, explanation, recount, report, exposition, discussion, procedure, review, narrative, anecdote, spoof, and news item. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students.

The researcher takes review of related literature from the other research as comparison. Yuliawati (2010) Using Inquiry-Based Learning Strategy. The research data were collected using pretest and posttest. It was used to measure the students' writing ability before and after treatment. Data on the students' writing ability were analyzed using inferential statistical analysis, namely t-test at the 0,05 significant level, degree of freedom = n-1, and the percentage. The findings of the study showed that the result of post test was significantly higher than pretest. It means that the using of inquiry-based learning strategy in teaching contributed to the students' writing ability.

The researcher chooses the at the first grade of SMA Muhammadiyah Limbung. This choice is based on some reasons. Firstly, considering their different ability in reading comprehension. Secondly, news item had been taught in first grade of senior high school students but in this level again that news item will be taught as an intensification of the process of learning, especially in reading genres that states in the curriculum.

Considering the reason above, the researcher choose the Inquiry Based Learning strategy.

Kellow (2006) defines Inquiry learning is a based on a constructivist epistemology where learners construct their own knowledge based on their

experiences and interactions with the world around them. The researcher will formulate the research under the title “The Effectiveness of Inquiry Based Learning Strategy on Teaching Reading Comprehension of News Item at the First Grade of SMA Muhammadiyah Limbung.

B. Problem Statement

1. How does the use of Inquiry Based Learning strategy influences the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung?
2. What the effect of using Inquiry Based Learning strategy influence the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung?

C. Objective of the Research

1. To find out the use of Inquiry Based Learningstrategy influence the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung?
2. To find out the effect of the using Inquiry Based Learningstrategy influence the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung?

D. Significance the Research

1. Theoretically

Theoretically, of the result of this study will answer the question of the statement of the research problem. In general, students satisfaction in English in engaging the activities related to English is very important for the learners because it will determine their level of attention and intensive of effort in learning.

2. Practically

The researcher expects to give some scientific contributions for:

a. The English teachers

This research result is expected can improve the English teacher's knowledge on the use of various techniques in teaching English, especially reading comprehension through Inquiry Based Learning strategy.

b. The students

The students know how to using Inquiry Based Learning strategy in teaching and learning process especially in reading comprehension.

c. The next researchers

This research result is expected facilities the next researcher to be a reference in conducting further studies by using Inquiry Based Learning strategy on other language skills or language components. The result of this study is expected to be used as a reference to conduct further more study in the same or other place.

d. The researcher

This experimental research could be used as process to improve the teaching performance both teacher and researcher.

E. Scope the Research

The restriction of the study is the research will be focus to improve the students' ability to in reading comprehension the contents of news item text at the first grade of SMA Muhammadiyah Limbung by using Inquiry Based Learning strategy.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

This review of literatures presents relevant information that is needed to understand and support the present study. Some research finding from previous researchers concern of Inquiry Based Learning (IBL) are presented below:

Yuliawati (2010) Using Inquiry-Based Learning Strategy to Improve the First Year Students' Writing Ability of SMA Negeri 5 Makassar. The research data were collected using pretest and posttest. It was used to measure the students' writing ability before and after treatment. Data on the students' writing ability were analyzed using inferential statistical analysis, namely t-test at the 0, 05 significant level, degree of freedom = n-1, and the percentage. The findings of the study showed that the result of post-test was significantly higher than pretest. It means that the using of inquiry-based learning strategy in teaching contributed to the students' writing ability.

Nurmala (2005) Developing Students' Vocabulary Using Inquiry Techniqe. The result of the study shows that : (1) the achievement of the students of SMP Negeri 4 Takalar on vocabulary taught by using inquiry technique rayed from poor (3.33 percent), fair (13.33 percent), fairly good (16.67 percent), good (20 percent), very good (43.33 percent), excellent (3.33 percent). (2) there was significant difference between mean score of pretest (4.125) classification very poor and mean score of posttest (8.050) classification good so different of freedom was 3.925 points.

Based on the some previous study above the researcher find that the using of Inquiry strategy can improve the students writing abiity in Yuliawati reserach and vocabulary mastery in Nurmala research so the resrachter will apply the Inquiry based Learning in reading comprehension

B. Research Theory

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1. Reading

a. Definition of reading

Kellow (2006) defines Inquiry learning is a based on a constructivist epistemology where learners construct their own knowledge based on their experiences and interactions with the world around them.

Zare (2013) Reading is a cognitive activity in It is believedthat, strategic awareness and which the reader takes part in a conversation with the monitoring of the comprehension process are significantly author through the text.

Karim & Haq (2014) Reading is a combination of two sub-skills micro-skills and macro-skills Micro-skills involve processing letters, words, orthographic patterns, recognizing word classes like nouns, verbs etc. and understanding systems like tense and syntactic structures. On the other hand macro-skills are mainly concerned with the comprehension of semantic and pragmatic knowledge.

Based on Perfetti (2001) Reading is a processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system. Specifically important are

the identification of words and the engagement of language and general cognitive mechanisms that assemble these words into messages. It is visual word identification that is the process most distinctive to reading. Beginning with a visual input a string of letters perceptual processes produce the activation of the grapheme units (individual and multiple letters) that constitute words.

In addition Cline,F.,Johnstone,C.,& King, T. (2006) defines reading as a decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

b. Types of Reading

Alyousef (2005) states that reading types of an English language course may include two type there are extensive and intensive reading

- 1) Extensive Reading extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. Some use it to refer to describe skimming and scanning activities, others associate it to quantity of material.
- 2) Intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to

provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

c. Reading Comprehension

Gambrell, Block & Pressley (2002) reading comprehension is a process acquiring meaning from written text with text being defined as a range of material from traditional books to the computer screen. In this meaning making process, the reader interacts with the print and is involved in making sense of the message. Readers comprehend text by acquiring meaning, confirming meaning, and creating meaning. In sum, reading comprehension is the process of meaning making.

Bozema (2012) Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context. When successful, the product of reading comprehension is a coherent mental representation of a text’s meaning that is integrated with the reader’s prior knowledge. This product is often referred to as a mental model or a situation model and is considered to be the basis for learning from text. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned.

AlKialbi (2015) In order to understand the reading ability and explore how it is acquired, it is essential that we determine the nature of such ability. Reading comprehension abilities are quite complex and they vary in numerous ways depending on tasks, motivations, goals and language abilities, divide the underlying processes that are activated as we read into two parts; i.e., lower-level processes and higher-level processes.

The lower-level processes are lexical access (word recognition), syntactic parsing, semantic proposition formation and working memory activation. These processes represent the more automatic linguistic processes and are typically viewed as skills orientated. The higher-level processes include text model of comprehension, situation model of reader interpretation, background knowledge use and inferencing and executive control processes. They generally represent comprehension processes that make use of the reader's background knowledge and inferencing skills.

d. Level of Reading Comprehension

Pourkalthor & Kohan (2013) Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

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

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

Pettit and Cockriel.(2004) the majority of studies have found reading comprehension to be composed of two broad categories: Literal comprehension, inferential comprehension.

1) Literal Comprehension

Literal reading refers to ideas and fact directly started or the printed page. Literal reading is the skill of getting the primary direct literal meaning of sentence in context the basic of literal comprehension are recognizing state ideas details, effect and sequence. The basic of literal comprehension are recognizing is fundamental to all reading skill at any levels because a reader must first understand what the author said.

2) Interpretive or Inferential Comprehension

Interpretive reading is means read between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level demands higher level of thinking ability because the question in the category of interpretation are concerned

with answer that are not directly stated in the text but are suggested or implied where the students make connections among individuals' states ideas, make inferences, draw conclusion, read between the lines to get inferences, or implied meaning from the text.

e. Characteristic of Good Reader

According to Gambrell, Block, and Pressley (2002) identified several important characteristics that distinguish good readers from less proficient readers.

- 1) Good readers have positive habits and attitudes about reading.
- 2) Good readers are fluent enough to focus on the meaning of what they read.
- 3) Good readers use what they know to understand what they read.
- 4) Good readers form an understanding of what they read by extending, elaborating, and critically evaluating the meaning of the text.
- 5) Good readers use a variety of effective strategies to enhance and monitor their understanding of text
- 6) Good readers can read a variety of texts and can read for a variety of purposes

In addition Willson (2009) point out the characteristic of good readers do while reading.

- 1) Engage in practices that increase their background knowledge
- 2) Know their purpose for reading.
- 3) Focus their complete attention on the reading process.

- 4) Give their complete attention to the process of reading
- 5) Constantly check their understanding of what they are reading.
- 6) Monitor their reading comprehension and do so automatically
- 7) Stop reading and use a fix-up strategy only when they do not understand what they are reading
- 8) Decide if they have achieved their reading objective
- 9) Self-check their comprehension of what they have read.
- 10) Summarize major ideas in some manner such as a graphic organizer
- 11) Seek any additional information from other sources.

2. Concept of Inquiry Based Learning Strategy

a. Definition of Inquiry Based Learning Strategy

Alberta (2004) defines inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world. Alberta also defines inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action

Klein (2009) Inquiry is a process of teaching and learning that empowers students to follow their sense of wonder and curiosity into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or

she knows, asks intriguing questions about what is not known, investigates the answers, constructs new understandings, and communicates to share those understandings with others. These skills prepare students for lifelong learning and real-life success. Inquiry skills help students navigate the world.

Hutchings (2007) defines Inquiry as the action of seeking, esp. (now always) for truth, knowledge, or information concerning something; search, research, investigation, examination. Enquiry-Based Learning is a term that describes any process of learning through enquiry. This is not simply one tautology, but, many people would contend, one tautology that contains another. For all learning is at root enquiring: the identification of an area of ignorance and the search for the missing knowledge, ideas or hypotheses.

Kellow (2006) Inquiry learning is a student-centred approach to learning where the teacher acts as a guide or facilitator of learning. Inquiry takes students out of the pre digested format of the textbook and into the process of learning from a variety of sources to construct their own understandings. They learn to think through subject content apart from prescribed responses or preset solutions. They are guided through a process of intellectual construction that enables them to build on what they already know and come to a deeper understanding of the concepts and problems underlying the subject

b. Key Component of Inquiry Based Learning Strategy

According to Li (2012) there are five general challenges in designing inquiry-based learning:

- 1) Motivating students to engage in inquiry-based learning;
- 2) Students mastering inquiry strategies (for example, interpret problems, data collection and analysis);
- 3) Covering enough content knowledge of the topic for inquiry-based learning;
- 4) Students managing and coordinating complex activities and resources in open-ended inquiry-based learning;
- 5) Practical constraints of the learning context (lack of technology, large class size, and so on).

Based on Chu (2008) the implementation of an IBL approach in schools includes the following seven key components.

- 1) Students are provided with rich information sources
- 2) Students are equipped with information literacy skills
- 3) A climate of inquiry is created in the classroom
- 4) Scaffolding support is provided to students in developing driving questions
- 5) Students go through an information-seeking process
- 6) Students develop their own research process
- 7) Students learn to present their findings.

In addition Alberta (2004) Classrooms where teachers emphasize inquiry-based learning have the following characteristics:

- 1) Inquiry is in the form of authentic (real-life) problems within the context of the curriculum and/or community.
- 2) The inquiry capitalizes on student curiosity.
- 3) Data and information are actively used, interpreted, refined, digested and discussed.
- 4) Teachers, students and teacher-librarian collaborate.
- 5) Community and society are connected with the inquiry.
- 6) The teacher models the behaviours of inquirer.
- 7) The teacher uses the language of inquiry on an ongoing basis.
- 8) Students take ownership of their learning.
- 9) The teacher facilitates the process of gathering and presenting information.
- 10) The teacher and students use technology to advance inquiry.
- 11) The teacher embraces inquiry as both content and pedagogy.
- 12) The teacher and students interact more frequently and more actively than during traditional teaching.
- 13) There is an identifiable time for inquiry-based learning.

c. Model of Inquiry Based Learning Strategy

Alberta (2004) a model is a description or physical representation that increases understanding of something that cannot be directly observed. It is a way of connecting our learnings. An instructional model, such as the Inquiry Model, supports the work of teachers and students and can be used in a variety of ways:

- 1) The Inquiry Model as a scaffold for instruction.

The Inquiry Model provides the content and structure for instruction outlining the skills and strategies that need to be taught explicitly in each phase of the process. Referring to the model frequently and consistently during the planning of inquiry-based learning activities keeps instructional concerns in the forefront as lessons are prepared and as instructional materials are created

2) The Inquiry Model as a gauge for feelings

The inquiry process, like any demanding learning experience, brings with it various feelings, including enthusiasm, apprehension, frustration and excitement. These feelings are experienced in a definite pattern in the various phases of the inquiry process. By referring to the model throughout the inquiry-based learning activity, teachers are able to anticipate and recognize when students are experiencing strong feelings and are able to design support systems and reflective activities that help students move through the process.

3) The Inquiry Model as a common language for teachers and students

A common language for both teachers and students helps students to internalize the model and to talk about the learning processes involved. It increases effective communication among all inquirers in a school since it gives teachers and students the words to talk about the parts of the process. Posting a model in classrooms and in the library (or any place in the school where inquiry learning takes place) encourages students to recognize each phase as part of the whole process.

4) The Inquiry Model as a guide for students

The Inquiry Model guides students in using an analytical approach that includes all phases in the inquiry process. Without learning an inquiry process, students often develop a very limited and narrow view of inquiry. They may think that inquiry is finding the answer to other people's questions for the satisfaction of their teacher, rather than understanding inquiry as the process of being puzzled about something, generating their own questions and using information to satisfy their own interests and to develop their own knowledge.

5) The Inquiry Model as a guide for monitoring

Teachers use the Inquiry Model to assess how effectively students have engaged in the inquiry process, how deeply they understand it, and how effectively the process has been sequenced across grades. For example, a school or district matrix that maps the topics of the inquiry-based units and the skills and strategies introduced, developed and extended across the grades, provides a basis for articulation, coordination and equity.

d. Procedure of Inquiry Based Learning Strategy

Based on Hutchings (2007: 21) an Enquiry-Based Learning group activity the further development of this structure:

- 1) Establishment of the area of investigation, a stimulus to questioning usually in the form of a scenario, a task or a problem;
- 2) Identification by the student group of key issues and appropriate questions; the absence of a specified reading-list means that

resources are discovered by students. Decisions about which resources are appropriate are taken by the students, thus following a full research method;

- 3) Investigation of sources and evidence by individuals or sub-groups;
- 4) Reporting outcomes to the whole group;
- 5) Group reflection on the process so far, identifying remaining gaps and analysing the scenario afresh in the light of new learning;
- 6) A process reiterated, re-circling until a provisional halt is called by the exigencies of assessment deadlines.

According to Alberta (2004: 10) Reflecting on the process is integral to all phases in the Inquiry Model Planning, Retrieving, Processing, Creating, Sharing and Evaluating and includes both the affective and cognitive domains associated with metacognition.

1) Planning Phase

Inquirers should understand that the underlying purpose of inquiry-based learning projects is to develop their “learning to learn” skills. Inquiry-based learning begins with the inquirers’ interest in or curiosity about a topic. It is the puzzle that needs to be solved. At this phase of the inquiry process the most important phase of the whole process inquirers often experience a sense of optimism about the tasks ahead.

2) Retrieving Phase

The inquirers next think about the information they have and the information they want. Inquirers may need to spend considerable

time exploring and thinking about the information they have found before they come to a “focus” for their inquiry.

3) Processing Phase

This phase begins when the inquirer has found a “focus” for the inquiry. A focus is the aspect of the topic area that the inquirer decides to investigate. Coming to a focus can be very difficult for students, as it involves more than narrowing the topic. It involves coming to an authentic question, a personal perspective and/or a compelling thesis statement.

4) Creating Phase

Organizing the information, putting the information into one’s own words and creating a presentation format are the next tasks in the process. Students feel more confident at this phase and want to include all their new learnings in their product, resulting in too much information.

5) Sharing Phase

If students have been given enough supports throughout the inquiry process, they are proud of their product and eager to share it, regardless of the format or audience. They may feel a bit nervous about presenting something in which they take such ownership, and they may feel anxious that others may not understand or appreciate their efforts. Nevertheless, they feel that they have done well on this assignment.

6) Evaluating Phase

Finally, when a research project is complete, inquirers feel relieved and happy. They are excited about their new skills and understandings, and they want to reflect on the evaluation of their product and their inquiry process. In order to make sense of the inquiry process, they need to understand and question the evaluation criteria, to identify the steps in their inquiry process, and to share their feelings about the process.

e. Advantages and Disadvantages of Inquiry Based Learning Strategy

Alberta (2004: 3) a systematic approach to the development of these skills is essential to prepare students for problem solving and lifelong learning. A systematic approach ensures that students have the opportunity to engage in inquiry, to learn an overall process and to understand that this general inquiry process can be transferred to other inquiry situations. Inquiry-based learning provides opportunities for students to:

- 1) Develop skills they will need all their lives
- 2) Learn to cope with problems that may not have clear solutions
- 3) Deal with changes and challenges to understandings
- 4) Shape their search for solutions, now and in the future.

Wood (2010) Students from this course felt that a more structured inquiry task had the following benefits:

- 1) All of the students know what they are supposed to be doing, so they can start quicker.

- 2) Students might not come up with a question that was as challenging as the staff member, and therefore the project would not have been as interesting; students know they are going to learn 'something', either about the topic or about how they work.
- 3) If students have a question, it is more specific, there is less ambiguity about what you need to be studying.

However the the negative side or disadvantages of using Inquiry based learning stratgy as follows

- 1) students might not like the question they have been given or the group they are assigned to.
- 2) Students can explore the task more and get to use all of their abilities, 'so it probably works outbetter, but it would take more time.'
- 3) Because there is more discussion and communication in the team, you have to show the skills more finely.

Based on the explanation above the researcher conclude that the different with advantages and disadvantages, the advantages of Inquiry Based Learning Strategy is a systematic approach and shape their search for solutions, now and in the future while disadvantages of Inquiry Based Learning Strategy make students can explore the task more and get to use all of their abilities, might not like the question and way to to show the skills more finely

3. News Item

In developing material that will be a part of a text book, she should be aware of what materials she is going to choose. Developing materials of news item is chosen because it relates to students' daily lives. By using news item texts, they will get knowledge and information from all over the world so that they are aware of developing their interest of reading and writing in English both through printed and electronic media (internet). Besides, news item is stated in the curriculum for students.

Based on Ritonga and Ernidawati (2013) news item text is a kind of text which gives some information about newsworthy events of the day and other natural phenomena in an area; they can happen in regional area or in overseas. News item informs news worthy events of the day and other natural phenomena in the form of news.

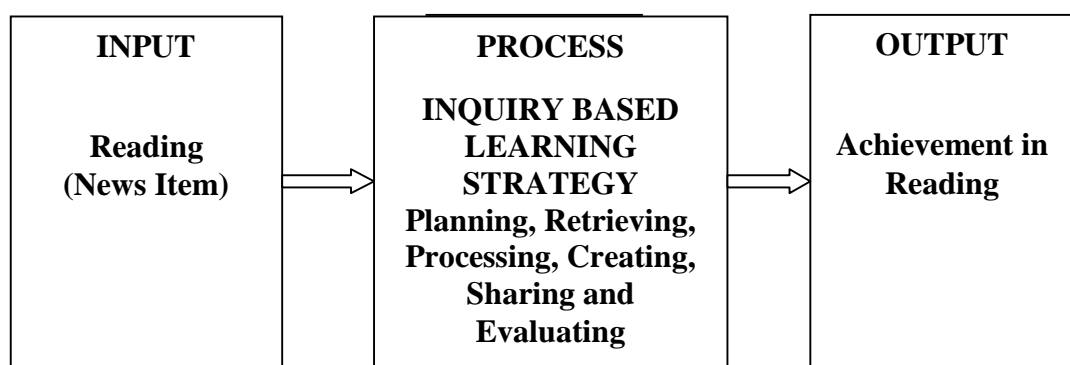
In addition Husein & Pulungan (2016) News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important. The generic structure of news item has elements as follows.

- 1) **Headline/title:** the main point to report in reduced clause.
- 2) **Summary of event:** the summary of main event that is to be reported.

- 3) Background of event: the explanation about what had happened (who, what, when, where).
- 4) Source: someone's about the event.

C. Theoretical Framework

The theoretical framework underlying in this research is given below:



In the diagram above input, process and output are briefly classify in the following :

- a. Input refers to any kind of reading materials (news item)
- b. Process refers to the way of the students to read the material (inquiry based learning).
- c. Output refers to the achievement of the students in reading (result)

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Alternative Hypothesis (H_1)

The using of Inquiry Based Learning Strategy can improve the students' reading comprehensionat the first grade of SMA MuhammadiyahLimbang

2. Null Hypothesis (H_0)

The using of Inquiry Based Learning Strategy can not improve the students' reading comprehension at the first grade of SMA Muhammadiyah Limbung

CHAPTER III

METHODOLOGY

A. Research Design

This study use pre-experimental design by using One Group Pretest-Posttest. This design is classifies as pre-experimental design because it is little or no control of extraneous variables. That is way, in this study the researcher just put one group and use pre-test and post-test to see the result of the treatment. In one group Pretest-Posttest design, a single group measure or observed not only after being exposed to a treatment of same sort, but also before. The one group pretest-posttest design involves three steps:

1. Administering a pretest measuring the dependent variable
2. Applying the experimental treatment X to the subjects
3. Administering a posttest again measuring the dependent variable

B. Research Variables

There two variables in this reserach threa are, dependent variable is observed to determine what effect, if any the types of variable may have on it. In other words, dependent variable will act if there is any relationship. In this research, the dependent variable is teaching reading comprehension nesw item by using Inquiry Based Learning Strategy. Independent variable is variable selected by the research to the effect on or relationship with dependent variable. In this research, the independent variable was the studentsreading achievement in nesw item text based on the use of Inquiry Based Learning Strategy on teaching reading comprehension.

C. Population and Sample

1. Population

Population is a set or collection of all elements possessing one or more attributes of interest. The population that the researcher selected was the first grade of SMA Muhammadiyah Limbung in academic year 2016/2017.

2. Sample

In this research, the English teacher gave advice to choose first grade that consisted of 34 students first grade of SMA Muhammadiyah Limbung in academic year 2016/2017.

D. Research Instrument

Instrument is an important function in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Instrument is a tool to collect a data which is needed in a research.

The instrument of this research is tests. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of test as the instrument in this research. They were pre-test and post-test. The pre-test was given before the students were taught by using Inquiry Based Learning Strategy and post-test given after the students by using Inquiry Based Learning Strategy. The test item about news item text

E. Data Collection

The procedure of collecting data in this research as follows :

1. Pretest

Before giving treatment, the researcher gave pre-test for the students. The researcher distributed the reading comprehension test that consisted of reading materials was relevant with the based material on the curriculum.

2. Treatment

After giving pretest, the researcher gave treatment for the students in four meetings and each meeting using 45 minutes. The procedures of doing the treatment through Reading were: reading the news item text, check of the present of the students, giving pretest, asking the students about the materials that relation with theme, teaching reading and asking the students some questions orally and students have to answer about the theme.

3. Posttest

After given treatment the researcher gave the post-test to find out the value of treatment whether or not the result of the posttest was better than the result of the pretest. The content of the pretest was the same as the posttest.

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows :

1. Scoring the students' correct answer of pretest and posttest.

$$Score = \frac{Student's Answer}{Total Number of Item} \times 100$$

(Dunning & Hyde 2008:20-33)

2. Classifying the score of the students pretest and posttest

1. 96 - 100 is classified as Excellent
2. 86 - 95 is classified as Very Good
3. 76 - 85 is classified as Good
4. 66 - 75 is classified as Fairly Good
5. 56 - 65 is classified as Fairly
6. 46 - 55 is classified as Poor
7. 0 - 45 is classified as Very Poor

(Karran 2005)

3. Calculating the mean score or the students' answer by using formula :

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

Where : \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Dunning & Hyde 2008)

4. Finding out the significant different between the pretest and posttest by calculating the value of the test. The following formula was employed :

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

Where :

\bar{D} : Deviation

$\sum D$: Standard deviation

N : Number of students.

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

Where = SD : Standard deviation

\dot{y}_x : Total row score

N : Number of students

(Dunning & Hyde 2008)

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

Where:

t : Test of significance

D : Deviation

\dot{y}_D : Standard deviation

N : Number of students

(Dunning & Hyde 2008)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter particularly presents the findings of the research and its discussion. The findings of the research consist of the description of the result of data collected through reading test and the discussion covers the detail of the findings.

A. Findings

The findings of this research deal with the students' scores of pretest and posttest, the frequency and rate percentage of the students' scores, and hypothesis samples testing of the paired samples. The students scores of pre-test (X_1) and post-test (X_2), and the square of the Gain /difference between the matched pairs

(D). The result of students' reading comprehension in terms of content on pre-test and post-test was presented in the table below:

Table 4.1
The students' Reading score in terms of content in experimental class

Indicator	Mean Score	
	Pre-test	Post-test
Content	69.63	77.87

Based on the table 4.1 above, it showed that the mean score of students in pre-test was 69.63. Most of students were difficult to read the content of text based on the topics that have been given by the researcher caused they confused what they want to read. After the researcher gave the treatment by using inquiry based learning strategy the students' reading score in terms of content had improved. It was proved by the mean score of students in post-test which became 77.87. It indicated that the students' reading comprehension, they could develop⁴¹ an idea based on the topic.

1. Scoring Classification of the Students' Pretest and Posttest

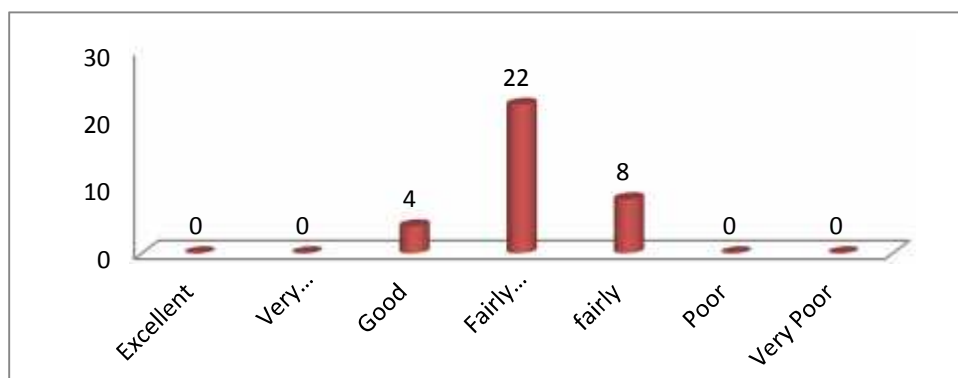
The raw score of the students' reading comprehension are tabulated emphasizing on the two components: literal and interpretative reading comprehension. The range score were classified into seven levels base on Depdikbud scale.

Students' score of pretest and posttest were classified into some criteria. The criteria are percentage or the students' pretest and posttest are as follows:

Table 4.2 Frequency and rate percentage of the students pre-test in reading comprehension

PRE TEST			
Reading Comprehension			
Score	Classification	F	%
96-100	Excellent	0	0,00%
86-95	Very Good	0	0,00%
76-85	Good	4	11,76%
66-75	Fairly Good	22	64,71%
56-65	Fairly	8	23,53%
46-55	Poor	0	0,00%
0-45	Very Poor	0	0,00%
		34	100%

Figure 4.1 Frequency and rate percentage of the students pre-test in readingcomprehension



The data in table 2 and figure 1 above shows the rate percentage and frequency of the students' posttest in reading comprehension. From this table and figure 1, it can be seen that there was there was 4 (11.76%) out of 34 students' classified into 'Good' score, 22 students (64.71%) out of them classified into

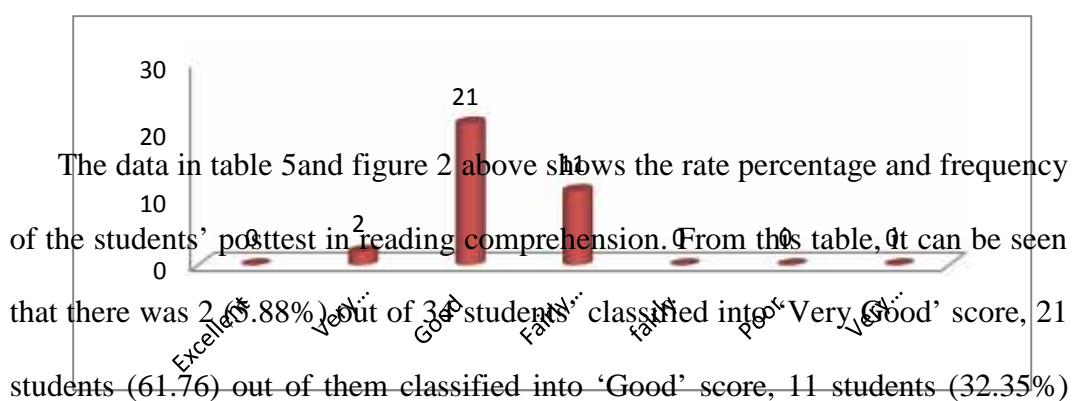
'Fairly Good' score, 8 (23.53%) out of them classified into 'Fair' score and there's no student got excellent, very good, poor and very poor

a. Students' Mean Score

Table 4.3 Frequency and Rate Percentage of the Students' Posttest in Reading Comprehension

POST TEST			
Reading Comprehension			
Score	Classification	F	%
96-100	Excellent	0	0,00%
86-95	Very Good	2	5,88%
76-85	Good	21	61,76%
66-75	Fairly Good	11	32,35%
56-65	Fairly	0	0,00%
46-55	Poor	0	0,00%
0-45	Very Poor	0	0,00%
		34	100%

Figure 4.2 Frequency and rate percentage of the students post-test in reading comprehension



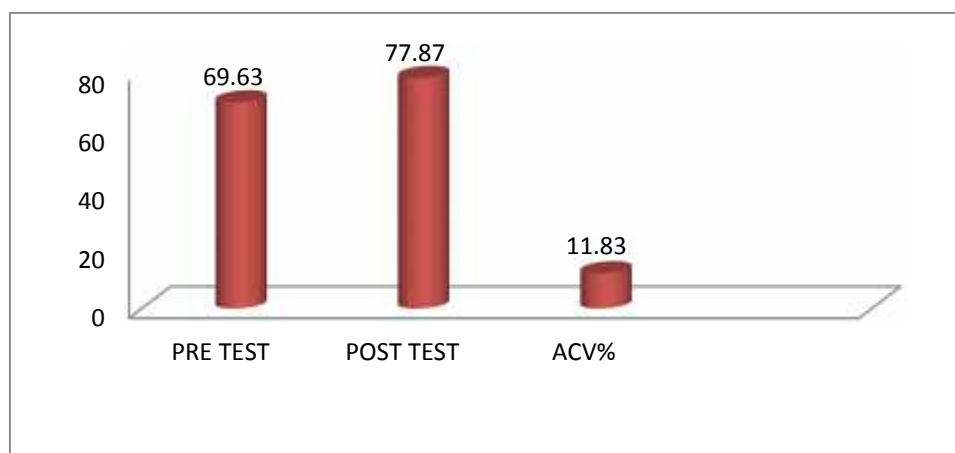
out of them classified into 'Fairly Good' score, and there's no student got excellent, fairly, poor and very poor

b. The Students' Improvement of Pre Test and Posttest

Table 4.4 The Improvement of the Students Pre Test and Post Test Score

ACV	PRE TEST		POST TEST		ACHIEVEMENT
	Mean score	Category	Mean score	Category	PERCENTAGE (%)
AVERAGE	69,63	Fairly Good	77,87	Good	11,83%

Figure 4.3 The Improvement of the Students Pre Test and Post Test Score



The table 5 and figure 3 shows the students improvement in pre test and post test. The data above shows the score of the students in pre test was 69.63 while post test was 77.87 and the score category in pre test was fairly good and change to good category in post test. The improvement score of the students score in pre test and post test was 11.8%

B. Discussion

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' Reading comprehension of news item by Inquiry Based Learning (IBL).

1. The use of Inquiry Based Learning strategy influence the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' reading for news item by inquiry based learning. The improvement of students' reading of news item by Inquiry Based Learning (IBL) Had effective effect. It supported by theme an score of students on pre-test and post-test in news item.

The description of the data collected through reading test as explained in the previous section shows that the students' reading comprehension was

improved. It is supported by the frequency and rate percentage of the result of the students' pretest and posttest. Students' score after presenting materials through Inquiry Based Learning Strategy is better than before the treatment given to the students.

In the '*pretest*', there was 4 (11.76%) out of 34 students' classified into 'Good' score, 22 students (64.71%) out of them classified into 'Fairly Good' score, 8 (23.53%) out of them classified into 'Fair' score and there's no student got excellent, very good, poor and very poor.

In the '*posttest*' there was 2 (5.88%) out of 34 students' classified into 'Very Good' score, 21 students (61.76%) out of them classified into 'Good' score, 11 students (32.35%) out of them classified into 'Fairly Good' score, and there's no student got excellent, fairly, poor and very poor.

The mean score of the students' pre-test is 69.63 and post-test is 77.87. It shows that the mean score of posttest is greater than the pretest. The mean score of gain (D) is 8.16. It shows that there is an improvement for each student after treatment. Standard deviation of the student pretest is 5.44 and post-test is 3.78. It shows that standard deviation of posttest is lower than pretest.

The value of the t-test is greater than t-table ($11.17 > 2.034$) based on the result of the t-test, the researcher found that there was a significant difference between the result of pretest and posttest. In other words Inquiry Based Learning Strategy is effective in improving the students' reading comprehension of news items.

2. The using Inquiry Based Learning strategy influence the students reading comprehension in news item at the first grade of SMA Muhammadiyah Limbung

The description of the data collected through reading test as explained in the previous section shows that the students' reading comprehension was improved. It is supported by the frequency and rate percentage of the result of the students' pretest and posttest. Students' score after presenting materials through Inquiry Based Learning Strategy is better than before the treatment given to the students.

In the '*pretest*', there was 4 (11.76%) out of 34 students' classified into 'Good' score, 22 students (64.71%) out of them classified into 'Fairly Good' score, 8 (23.53%) out of them classified into 'Fair' score and there's no student got excellent, very good, poor and very poor.

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In line with the study which were conducted some researchers. First, Yuliawati (2010:) The research data were collected using pretest and posttest. It was used to measure the students' writing ability before and after treatment. Data on the students' writing ability were analyzed using inferential statistical analysis, namely t-test at the 0,05 significant level, degree of freedom = n-1, and the percentage. The findings of the study showed that the result of post-test was significantly higher than pre-test. It means that the using of inquiry-based learning strategy in teaching contributed to the students' writing ability. The other research was Nurmala (2005:) Developing Students' Vocabulary Using Inquiry Technique. The result of the study shows that : (1) the achievement of the students of SMP

Negeri 4 Takalar on vocabulary taught by using inquiry technique rayed from poor (3.33 percent), fair (13.33 percent), fairly good (16.67 percent), good (20 percent), very good (43.33 percent), excellent (3.33 percent). (2) there was significant difference between mean score of pretest (4.125) classification very poor and mean score of posttest (8.050) classification good so different of freedom was 3.925 points. Thus, the value of the t-test is greater than t-table (11.17 > 2.045). It means that there is a significant difference between the pretest and posttest of the students in reading comprehension after presenting reading news item by using Inquiry Based Learning Strategy. In other words, Inquiry Based Learning Strategy was effective in improving the students' reading comprehension.

Based on the some previous study above the researcher find that the using of Inquiry strategy can improve the students writing abiity in Yuliawati reserach

and vocabulary mastery in Nurmala research so the resracher will apply the Inquiry based Learning in reading comprehension.

The description of students' reading comprehension in term of news item can be seen between pre-test and post-test. The students' result is significantly different before and after applied Inquiry Based Learning (IBL) Method in teaching reading. In pre-test, the students' news item, they make comprehension quite difficult, and sometimes do not have something to say. In other words, they cannot express themselves. Therefore, the students' have to study hard to master news item because news item is foundation of a language.

Based on the problem, the researcher gave the treatment by Inquiry Based Learning (IBL) The students' news item improve and the students' make comprehension easily. It was indicate that by Inquiry Based Learning (IBL) can be effective in learning process, can improve students' reading comprehension that improved most significantly, and IBL can create optimal environment to practice reading comprehension and increase the significance of effort relative comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of data analysis.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that the use of Inquiry Based Learning Strategy as a teaching strategy is effective

to improve the students' ability is reading comprehension of news item at the first grade of SMA Muhammadiyah Limbung.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions. After getting the result of the study in the research, the writer would like to give some suggestions which can be used to teach reading comprehension of news items as follows:

1. For the Teacher

- a. The teacher should encourage him/herself to find the best strategy in teaching reading comprehension, especially in reading news item to the students.
- b. The teacher should use herringbone technique as an alternative in teaching reading newsitem. This study shows that using Inquiry Based Learning Strategy can improve students' reading comprehension of narrative text.

2. For the Students

- a. The students should practice a lot of reading English texts in order to increase their knowledge and information.
- b. The students are suggested to practice their reading comprehension by using Inquiry Based Learning Strategy because it can help them solve their problems in learning process.

3. For the further Researchers

The further researchers should try to find the other strategy can be used to teach reading comprehension.

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APPENDIX A

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Pertemuan Ke : 1
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Membaca

6. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 6.1. Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar▪ Mengidentifikasi topik dari teks yang dibaca▪ Mengidentifikasi informasi tertentu	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- 2 Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

E. Materi Pokok

Identify factual meaning in the texts;

The Niagara Branch of the Canadian Authors Association is pleased to announce the finalists of our *Ten Stories High* Eighth Annual Short Story Competition. We would like to thank each and every one of our entrants for making our contest such an ongoing success!

We will be officially launching our latest edition of *Ten Stories High* in the Mills Room at the Public Library on Saturday, September 29 from 2 to 5 p.m. This gala event will feature readings by this year's winning contestants as well as refreshments. We will also be offering copies of our anthology for sale at that time.

F. Metode Pembelajaran/Teknik:

Inquiry Based Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.	Siswa mampu menganalisa bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.	Siswa mampu mengerjakan dan mengerti bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)

Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu. berhubungan dengan penyelesaian suatu soal.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik

dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

Textbook

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat dan pilihan ganda, Lisan.

Mengetahui

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Kepala Sekolah

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Guru Mata Pelajaran

NIP.

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Pertemuan Ke : 2
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Membaca

6. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 6.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Mengidentifikasi makna kata dalam teks yang dibaca▪ Mengidentifikasi makna kalimat dalam teks yang dibaca▪ Mengidentifikasi komplikasi dalam sebuah cerita narasi▪ Mengidentifikasi kejadian dalam teks yang dibaca▪ Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan▪ Mengidentifikasi inti berita yang didengar▪ Mengidentifikasi sumber berita yang didengar▪ Mengidentifikasi langkah-langkah retorika dari teks▪ Mengidentifikasi tujuan komunikasi teks dibaca	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa dapat mengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan
- Siswa dapat mengidentifikasi inti berita yang didengar
- Siswa dapat mengidentifikasi sumber berita yang didengar
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks
- Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca

E. Materi Pokok

Identify factual meaning in the texts;

The Fox and the Crow

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometers, and scholars, as the shortest distance between two points. Any two points," he concluded arrogantly.

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

F. Metode Pembelajaran/Teknik:

- Inquiry Based Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar	Siswa mampu menganalisa makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.	Siswa mampu mengerjakan dan mengerti makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)

Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar. informasi tertentu. berhubungan dengan penyelesaian suatu soal.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan

ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar. dari soal-soal latihan yang belum terselesaikan di kelas .
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

Textbook

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat dan pilihan ganda, Lisan.

Mengetahui

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Kepala Sekolah

Guru Mata Pelajaran

NIP.

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : News
Pertemuan Ke : 3

A. Standar Kompetensi

Membaca

6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk new items dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

B. Kompetensi Dasar

- 6.3 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: new items.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Mengidentifikasi makna dalam teks new items▪ Mengidentifikasi langkah-langkah retorika dalam teks new items▪ Membaca nyaring teks new items	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk new items
- Siswa dapat melakukan teks monolog lisan berbentuk new items
- Siswa mempresentasikan teks monolog lisan berbentuk new items

E. Materi Pokok

Teks new items

F. Metode Pembelajaran/Teknik:

Inquiry Based Learning

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk new items
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk new items
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk new items
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk new items.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk news item.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk news item.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk news item.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk news item.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Text

Mengetahui

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Kepala Sekolah

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Guru Mata Pelajaran

NIP.

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Pertemuan Ke : 4
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Membaca

6. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 6.4. Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benarMengidentifikasi topik dari teks yang dibacaMengidentifikasi informasi tertentu	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

E. Materi Pokok

**Find specific information from news item texts;
Identify the structure of news item texts;
Read and understand news item texts.**

F. Metode Pembelajaran/Teknik:

- Inquiry Based Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.	Siswa mampu menganalisa bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.	Siswa mampu mengerjakan dan mengerti bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis

yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu. berhubungan dengan penyelesaian suatu soal.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

Textbook

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat dan pilihan ganda, Lisan.

Contoh Instrumen :

Answer the questions based on the picture.

- Can you find a place like this in your village?
- What do people call this place?
- Is it a kind of tourist resort?
- What do you think of this place?
- Where can you find this place?
- Have you ever visited some tourist resorts in East Java? Mention them.

Mengetahui

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Kepala Sekolah

NIP.

.....,

Guru Mata Pelajaran

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Pertemuan Ke : 5
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Membaca

6. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 6.5 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Mengidentifikasi makna kata dalam teks yang dibaca▪ Mengidentifikasi makna kalimat dalam teks yang dibaca▪ Mengidentifikasi komplikasi dalam sebuah cerita narasi▪ Mengidentifikasi kejadian dalam teks yang dibaca▪ Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan▪ Mengidentifikasi inti berita yang didengar▪ Mengidentifikasi sumber berita yang didengar▪ Mengidentifikasi langkah-langkah retorika dari teks▪ Mengidentifikasi tujuan komunikasi teks dibaca	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa dapat mengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan
- Siswa dapat mengidentifikasi inti berita yang didengar
- Siswa dapat mengidentifikasi sumber berita yang didengar
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks
- Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca

E. Materi Pokok

**Find specific information from news item texts;
Identify the structure of news item texts;
Read and understand news item texts.**

F. Metode Pembelajaran/Teknik:

- Inquiry Based Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar	Siswa mampu menganalisa makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.	Siswa mampu mengerjakan dan mengerti makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar. informasi tertentu. berhubungan dengan penyelesaian suatu soal.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar. dari soal-soal latihan yang belum terselesaikan di kelas .
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Textbook

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat dan pilihan ganda, Lisan.

Contoh Instrumen :

Answer the following questions.

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?

4. Where can you find peddlers selling souvenirs?
5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryo?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

Mengetahui

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Kepala Sekolah

.....,

Guru Mata Pelajaran

NIP.

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : News
Pertemuan Ke : 6

A. Standar Kompetensi

Membaca

6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk new items dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

B. Kompetensi Dasar

- 6.6 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: new items.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Mengidentifikasi makna dalam teks new items▪ Mengidentifikasi langkah-langkah retorika dalam teks new items▪ Membaca nyaring teks new items	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk new items
- Siswa dapat melakukan teks monolog lisan berbentuk new items
- Siswa mempresentasikan teks monolog lisan berbentuk new items

E. Materi Pokok

Teks new items

F. Metode Pembelajaran/Teknik:

Inquiry Based Learning

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk new items
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk new items
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk new items
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk new items.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk news item.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk news item.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk news item.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk news item.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Text

Mengetahui

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Kepala Sekolah

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Guru Mata Pelajaran

NIP.

NIP.

APPENDIX B

Instruments

1. Post test

A boy killed on Mother's Day

It was on Mother's Day when Mrs. Noraini Hassan's son, Moh. Taufiq Ali, 16, was brutally attacked by two men on motorcycle.

The New Straits Times reported the incident occurred in Kuala Lumpur around 2 a.m. It was reported that an assailant and his accomplice, wearing dark tinted full-face helmet, attacked Moh. Taufiq Ali while he was riding his motorcycle on his way home from a night market, about 10 km away from his house. The attackers then left and disappeared on their motorcycle. Moh. Taufiq Ali was rushed to Hospital Kuala Lumpur, but unfortunately he died before he arrived there.

According to the spokesman, what caused Moh. Taufiq Ali killed could be misunderstanding between two different gangs. "It was highly possible that the attackers mistook him (Moh. Taufiq Ali) as the member of a rival gang. Because the victim was known to be friendly, but helpful and religious.

The victim's parents said that he was the youngest of their six children. The father, Mr. Ali M'a'in, 61, a retired civil servant said, "When my son did not come home for dinner, I felt worried because he never skipped dinner without telling us. When I heard my phone ring, I sense something was very wrong. When I answered the call, someone said that my son had been attacked and died on his way to the hospital. I almost fell off my chair."

The police mounted a massive 24-hour manhunt to catch the killers. About 100 police officers, private detectives, and police dogs combed the area searching for the killers.

1. When was Moh. Taufiq Ali killed?
2. Who was Moh. Taufiq Ali's mother?
3. Which paragraph says that the killers were wearing masks?
4. What was Moh. Taufiq Ali doing at 2:00 in the morning?
5. What is true that Moh. Taufiq Ali was killed by a rival gang? Give reasons to your answer?
6. According to the text, which paragraph gives favorable statement for Moh. Taufiq Ali? Rewrite the statement.
7. Why was Ali M'a'in worried when his son didn't have dinner at home?
8. What was the biggest blow to the father when someone called up (paragraph 4)?
9. How did the police respond to this incident?

1. Pre test

Sisters reunited 30 years after Colombia Avalanche

Two sisters in Colombia who were separated by an avalanche 30 years ago have been reunited. Jacqueline and Lorena Sanchez thought they had lost each other in 1985 after a volcano erupted near their town of Armeno. Lava from the volcano melted nearby glaciers and caused four massive landslides, which killed more than 20,000 people. Jacqueline, 33 and Lorena, 39, never found each other in the chaos. They each thought the other was among the dead. Armenia was the second deadliest volcanic disaster of the 20th century.

- 1) What were the name of the two sisters who were separated?
- 2) When did the eruption happen?
- 3) What caused the mudslides?
- 4) Where was the volcano eruption?
- 5) How many casualties were there?
- 6) At what age were the sisters separated?
- 7) Armeno was classified as the _____ deadliest volcanic disaster of the 20th century
- 8) How many mudslides were created?
- 9) What did each of them thought of the other?
- 10) Q: How long did it take for the sisters to be reunited?

Key answer

- 1) Jacqueline and Lorena Sanchez
- 2) 1985
- 3) Lava from an erupted volcano melted nearby glaciers.
- 4) Armeno, Colombia
- 5) More than 20,000 people.
- 6) Jacqueline, 3 and Lorena, 9
- 7) Second
- 8) A: Four
- 9) They each thought the other was dead.
- 10) A: 30 years.

APPENDIX D

Data Analysis

D.1. The List of Students Name

D.1.1 The List of Students Name in Experimental Class

D.1.2 The List of Students Name in Control Class

D.2 The Row Score of Students Experimental Class

D.2.1 The Row Score of Students' Pre-test

D.2.2 The Row Score of Students' Post-test

D.3 The Row Score of Students in Control Class

D.3.1 The Row Score of Students' Pre-test

D.3.2 The Row Score of Students' Post-test

D.4 The Result of Homogeneity of Variance's Test between Experimental and Control Class

D.5 The Calculation of Independent Sample T-test

D.5.1 The Calculation of Independent Sample t-test between Experimental and Control Class in Pre-test

D.5.2 The Calculation of Independent Sample t-test between Experimental and Control Class in Post-test

D.6 Descriptive Analysis of Experimental and Control Class

D.6.1 Descriptive Analysis in Experimental Class

D.6.2 Descriptive Analysis in Control Class

D.7 The Result of Homogeneity of Variance's Test between Experimental and Control Class

D.8 Independent Sample t-test between Experimental and Control Class

D.4 The Differentiation of Students' Pre-test and Post-test Score in Control Class

NO	SAMPLE	Control Class		Differentiation
		Pre-test	Post-test	
1	S-1	60	70	10
2	S-2	70	70	0
3	S-3	65	75	10
4	S-4	70	70	0
5	S-5	75	70	5
6	S-6	75	80	-5
7	S-7	65	80	15
8	S-8	70	70	0
9	S-9	70	70	0
10	S-10	65	75	10
11	S-11	60	70	10
12	S-12	65	80	15
13	S-13	75	75	0
14	S-14	85	70	15
15	S-15	85	75	10
16	S-16	70	75	5
17	S-17	65	85	20
18	S-18	70	70	0
19	S-19	70	70	0
20	S-20	70	70	0
21	S-21	70	70	0
22	S-22	75	75	0
23	S-23	75	70	5
24	S-24	70	85	15
5	S-25	70	70	0
26	S-26	70	70	0
27	S-27	65	70	5
28	S-28	70	70	0
29	S-29	70	75	5
30	S-30	70	70	0
31	S-31	65	70	5
32	S-32	85	80	5
33	S-33	70	80	10
34	S-34	65	70	5

D.3 The Differentiation of Students' Pre-test and Post-test Score in Experimental Class

NO	SAMPLE	Control Class		Differentiation
		Pre-test	Post-test	
1	S-1	65	80	15
2	S-2	65	90	25
3	S-3	65	80	15
4	S-4	65	90	25
5	S-5	80	85	5
6	S-6	70	80	10
7	S-7	65	70	5
8	S-8	65	90	25
9	S-9	70	75	5
10	S-10	65	85	20
11	S-11	65	70	5
12	S-12	65	75	10
13	S-13	70	80	10
14	S-14	85	95	10
15	S-15	80	90	10
16	S-16	70	80	10
17	S-17	70	85	15
18	S-18	65	80	15
19	S-19	65	70	5
20	S-20	75	80	5
21	S-21	70	90	20
22	S-22	75	90	15
23	S-23	70	80	10
24	S-24	70	80	10
5	S-25	65	70	5
26	S-26	70	90	20
27	S-27	70	95	25
28	S-28	65	85	20
29	S-29	65	70	5
30	S-30	65	90	25
31	S-31	65	75	10
32	S-32	80	90	10
33	S-33	65	95	30
34	S-34	65	70	5

D.2.2 The Row Score of Students' Post-test

No	Sample	Post-test Control Class		Total	Score
		(X MIA 2)			
		News Item			
		Content	Organization		
1	S-1	62	75	137	68
2	S-2	67	80	147	73
3	S-3	65	75	140	70
4	S-4	67	80	147	73
5	S-5	77	82	159	79
6	S-6	72	77	149	74
7	S-7	65	70	135	67
8	S-8	67	82	149	74
9	S-9	70	72	142	71
10	S-10	65	77	142	71
11	S-11	62	72	134	67
12	S-12	65	72	137	68
13	S-13	72	75	147	73
14	S-14	85	87	172	68
15	S-15	82	85	167	83
16	S-16	70	75	145	72
17	S-17	67	77	144	72
18	S-18	67	77	144	72
19	S-19	67	70	137	68
20	S-20	72	80	152	76
21	S-21	70	82	152	76
22	S-22	75	80	155	77
23	S-23	72	77	149	74
24	S-24	70	77	147	73
25	S-25	67	77	144	72
26	S-26	70	80	150	75
27	S-27	67	82	149	74
28	S-28	67	77	144	72
29	S-29	67	70	137	68
30	S-30	67	82	149	74
31	S-31	65	72	137	68
32	S-32	82	87	169	84
33	S-33	67	82	149	74
34	S-34	65	70	135	67
X		2357	2635	4992	2485
\bar{x}		69.32	77.05	146	73.08

D.2 The Row Score of Students in Control Class

D.2.1 The Row Score of Students' Pre-test

No	Sample	Pre-test Control Class		Total	Score
		(X MIA 2)			
		News Item			
		Content	Organization		
1	S-1	60	55	115	57
2	S-2	56	55	111	55
3	S-3	57	50	107	53
4	S-4	47	50	97	48
5	S-5	73	85	158	79
6	S-6	60	50	110	55
7	S-7	65	60	125	56
8	S-8	73	70	143	45
9	S-9	53	55	108	54
10	S-10	63	70	133	66
11	S-11	80	85	165	82
12	S-12	63	75	138	69
13	S-13	57	65	122	61
14	S-14	63	60	123	61
15	S-15	50	45	95	47
16	S-16	47	50	97	48
17	S-17	67	75	142	71
18	S-18	73	70	143	71
19	S-19	63	70	133	66
20	S-20	60	70	130	65
21	S-21	53	55	108	54
22	S-22	60	70	130	65
23	S-23	77	80	157	78
24	S-24	53	65	118	59
25	S-25	43	40	83	41
26	S-26	53	50	103	51
27	S-27	76	75	151	75
28	S-28	76	70	146	39
29	S-29	60	60	120	60
30	S-30	56	55	111	55
31	S-31	75	70	145	52
32	S-32	63	60	123	61
33	S-33	80	77	157	51
34	S-34	73	72	145	72
X		2128	2164	4292	2022
\bar{x}		62.58	63.64	126.23	59.47

D.1.2 The Row Score of Students' Post-test

No	Sample	Post-test Experimental Class		Total	Score
		(X MIA 2)			
		News Item			
		Content	Organization		
1	S-1	73	75	148	74
2	S-2	77	70	147	73
3	S-3	77	75	152	76
4	S-4	87	80	167	83
5	S-5	67	75	142	71
6	S-6	83	80	163	81
7	S-7	83	75	158	79
8	S-8	93	75	168	84
9	S-9	73	80	153	76
10	S-10	63	70	133	66
11	S-11	50	65	115	57
12	S-12	77	75	152	76
13	S-13	60	70	130	65
14	S-14	100	95	195	97
15	S-15	80	80	160	80
16	S-16	50	65	115	57
17	S-17	57	70	127	63
18	S-18	83	80	163	81
19	S-19	73	75	148	74
20	S-20	86	80	166	83
21	S-21	83	80	163	81
22	S-22	80	75	155	77
23	S-23	80	80	160	80
24	S-24	83	75	158	79
25	S-25	80	85	165	82
26	S-26	90	85	175	87
27	S-27	100	100	200	100
28	S-28	77	75	152	76
29	S-29	100	90	190	95
30	S-30	77	75	152	76
31	S-31	76	75	151	75
32	S-32	80	77	157	78
33	S-33	82	80	162	81
34	S-34	80	80	160	80
X		2587	2567	5302	2643
\bar{x}		76.08	75.05	155.94	77.73

D.1 The Row Score of Students Experimental Class

D.1.1 The Row Score of Students' Pre-test

No	Sample	Pretest Experimental Class		Total	Score
		(X MIA 2)			
		News Item			
		Content	Organization		
1	S-1	57	60	117	58
2	S-2	53	50	103	51
3	S-3	56	60	116	58
4	S-4	73	75	148	74
5	S-5	60	65	125	62
6	S-6	57	70	127	63
7	S-7	60	65	125	62
8	S-8	63	70	133	66
9	S-9	70	65	135	67
10	S-10	60	65	125	62
11	S-11	43	35	78	39
12	S-12	60	65	125	62
13	S-13	60	70	130	65
14	S-14	80	75	155	77
15	S-15	50	60	110	55
16	S-16	43	35	78	39
17	S-17	46	45	91	45
18	S-18	63	65	128	64
19	S-19	66	60	126	63
20	S-20	43	35	78	39
21	S-21	53	60	113	56
22	S-22	60	65	125	62
23	S-23	60	60	120	60
24	S-24	67	65	132	66
25	S-25	67	65	132	66
26	S-26	63	60	123	61
27	S-27	83	70	153	76
28	S-28	57	65	122	61
29	S-29	57	60	117	58
30	S-30	56	65	121	60
31	S-31	60	65	125	62
32	S-32	70	65	135	67
33	S-33	65	60	125	62
34	S-34	70	73	143	71
X		2114	2153	141.49	2059
\bar{x}		62.17	63.32	416.14	60.55

Descriptive Analysis in Control Class

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		59.5333	69.7667
Median		58.0000 ^a	70.4286 ^a
Mode		55.00	71.00
Std. Deviation		11.17489	10.47059
Variance		124.878	109.633
Range		43.00	42.00
Minimum		39.00	49.00
Maximum		82.00	91.00
Sum		1786.00	2093.00

a. Calculated from grouped data.

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
39.00	1	3.3	3.3	3.3
41.00	1	3.3	3.3	6.7
45.00	1	3.3	3.3	10.0
47.00	1	3.3	3.3	13.3
48.00	2	6.7	6.7	20.0
51.00	1	3.3	3.3	23.3
53.00	1	3.3	3.3	26.7
54.00	2	6.7	6.7	33.3
55.00	3	10.0	10.0	43.3
56.00	1	3.3	3.3	46.7
57.00	1	3.3	3.3	50.0
59.00	1	3.3	3.3	53.3
60.00	1	3.3	3.3	56.7
61.00	2	6.7	6.7	63.3
65.00	2	6.7	6.7	70.0
66.00	2	6.7	6.7	76.7
69.00	1	3.3	3.3	80.0
71.00	2	6.7	6.7	86.7

75.00	1	3.3	3.3	90.0
78.00	1	3.3	3.3	93.3
79.00	1	3.3	3.3	96.7
82.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
49.00	1	3.3	3.3	3.3
51.00	1	3.3	3.3	6.7
53.00	1	3.3	3.3	10.0
55.00	1	3.3	3.3	13.3
60.00	1	3.3	3.3	16.7
62.00	1	3.3	3.3	20.0
64.00	2	6.7	6.7	26.7
65.00	2	6.7	6.7	33.3
66.00	1	3.3	3.3	36.7
68.00	1	3.3	3.3	40.0
Valid 70.00	3	10.0	10.0	50.0
71.00	4	13.3	13.3	63.3
72.00	1	3.3	3.3	66.7
74.00	2	6.7	6.7	73.3
75.00	1	3.3	3.3	76.7
76.00	3	10.0	10.0	86.7
86.00	1	3.3	3.3	90.0
87.00	1	3.3	3.3	93.3
90.00	1	3.3	3.3	96.7
91.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The Result of Homogeneity of Variance's Test between Experimental and Control Class

Test of Homogeneity of Variances

Reading Comprehension

Levene Statistic	df1	df2	Sig.
.515	1	58	.476

Independent Sample t-test between Experimental and Control Class

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Reading Comp	Experimental Class (X MIA 1)	34	69,6333	165.83125	10.56905
	Control Class (X MIA 2)	34	77,8777	205.29375	10.67310

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
Reading Comp	Equal variances assumed	.515	.476	3.270	58	.002	7.50000	2.29373	2.90860	12.09140
	Equal variances not assumed			3.270	57.763	.002	7.50000	2.29373	2.90820	12.09180

a. Mean Score of the Students' Pretest, Posttest and Gain (D)

1) Mean score of the students Pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2367.5}{34} \\ &= 69.63\end{aligned}$$

2) Mean score of the students' Post-Test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2647.5}{34} \\ &= 77.87\end{aligned}$$

3) The mean score of Gain (D)

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{277.5}{34} \\ &= 8.16\end{aligned}$$

Standard Deviation of the Students' Pretest and Posttest

a) Standard Deviation of The Students' Pretest

$$\begin{aligned}SD &= \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1} \\ SD &= \frac{\sqrt{165.831,25 - \left(\frac{2367.50}{34}\right)^2}}{34-1} \\ SD &= \frac{\sqrt{165.831,25 - \left(\frac{5.605.056,25}{34}\right)^2}}{33}\end{aligned}$$

$$SD = \frac{\sqrt{165.831,5 - 164.854,59}}{33}$$

$$SD = \frac{\sqrt{976.66}}{33}$$

$$SD = \sqrt{29.59} = 5.44 \quad SD = 5.44$$

b) Standard Deviation of The Students' Posttest

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

$$SD = \frac{\sqrt{205.293,75 - \left(\frac{2645}{34}\right)^2}}{34 - 1}$$

$$SD = \frac{\sqrt{205.293,75 - \left(\frac{6.996.025}{34}\right)}}{33}$$

$$SD = \frac{\sqrt{205.293,75 - 205.76544}}{33}$$

$$SD = \frac{\sqrt{471,69}}{33}$$

$$SD = \sqrt{14.29} = 3.78 \quad SD = 3.78$$

3.3. Test of Significance

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

Where:

$$D = \frac{\sum D}{N} \quad D = \frac{277.5}{34} \quad D = 8.16$$

$$t = \frac{8.16}{\frac{\sqrt{2843.75 - \frac{(277.5)^2}{34}}}{34(34-1)}}$$

$$t = \frac{8.16}{\frac{\sqrt{2843.75 - \frac{(277.5)^2}{34}}}{34(33)}}$$

$$t = \frac{8.16}{\frac{\sqrt{2843.75 - 2244.88}}{1122}}$$

$$t = 8.16$$

$$\frac{\sqrt{598.87}}{1122}$$

$$t = \frac{8.16}{0.73}$$

$$t = \frac{1.46}{0.14}$$

$$t = 11.17 \quad t - \text{Value is} = 11.17$$

$$df = N - 1$$

$$df = 34 - 1$$

$$df = 33 = 2.034$$

APPENDIX E
Documentation

Documentation



CURRICULUM VITAE



SAHRIANTI HASYIM was born on April 21st, 1996 in Gowa regency. She is the first child from one brother and one sisters from the marriage of her parents Salmah and Hasyim.

In 2001 the writer registered as student elementary school *SD Impress Uweya* in Takalar and she graduated in 2007. The next, in the same year the writer registered as a student in *SMP Negeri 3 Galesong Selatan* graduated in 2010. Then the writer registered in senior high school, *SMA Negeri 1 Bontonompo* and graduated in 2013. In the same year, the writer registered to study of English Department in Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **“The Effectiveness of Inquiry Based Learning Strategy on Teaching Reading Comprehension of News Item (An Experimental Research at the First Grade of SMA Muhammadiyah Limbung)”**