

**THE EFFECT OF INQUIRY CHART (I-CHART) TOWARD THE TENTH GRADE
STUDENTS' READING COMPREHENSION AT SMA NEGERI 7 KEDIRI IN
ACADEMIC YEAR 2014 / 2015**

THESIS

Presented as a partial fulfillment of the requirements to obtain the Sarjana Degree of
Education of English Department Faculty of Teacher Training and Education Nusantara
PGRI University Kediri



By:

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ENGLISH DEPARTMENT

THE FACULTY OF TEACHING TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 10 Oktober 2014

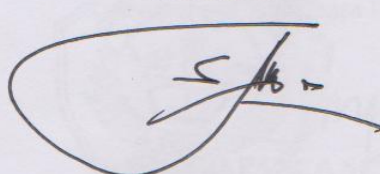
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Approved and Accepted by all its qualification
by the Examination Committee of
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Kediri, Oktober 10, 2014

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The Effect of Inquiry Chart (I-Chart) Toward The Tenth Grade Students' Reading Comprehension at SMA Negeri 7 Kediri in Academic Year 2014 / 2015

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ABSTRAK

Reading is one of the four skills that must be taught in teaching English at Senior High School. Reading is a kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words. In real class, there are many problems faced by the students in mastering the indicators of reading. Some English teachers still use traditional strategy to teach reading. Traditional strategy usually makes the students bored because the method is monotonous and the students are not active. In this thesis, the writer wants to introduce the strategy named Inquiry chart to make students' reading comprehension can be better. The problem of the research is: Is there any significant effect of Inquiry Chart (I-Chart) toward the tenth grade students' reading comprehension at SMA Negeri 7 Kediri in academic year 2014/2015?

This research uses quantitative and the design is pre-experimental design. The writer used one class which consist of 25 students. The research was done in twice meetings. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

The result shows that t-observed was 9,23 at the degree of freedom of 24, t-table was 2,064 at the level of significance of 5%. So, it means that $t_{\text{observed}} (9,23) > t_{\text{tabel}}$ at the level of significance of 5 %. So, the Nul hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. In addition, Inquiry chart strategy is very significant for the students of SMAN 7 Kediri. such as: he can understand the text, improve the vocabulary, find the characteristic of news item text, identify the main idea and topic of a text, identify the detail information of a text, they are also more active in learning English especially in reading lesson and make a conducive class in teaching and learning process.

Finally, the writer concludes that Inquiry chart strategy gives a better result in reading comprehension. Writer recommends Inquiry chart used in teaching reading comprehension. This strategy can help the students to cope their problem and increase their students' reading comprehension.

Kata Kunci

Reading, Reading Comprehension, Inquiry Chart.

I. LATAR BELAKANG

Reading is one of the four skills that must be taught in teaching English at Senior High School. Reading is a kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words. Moats (1999:5) states that "Reading is the fundamental skill upon which all formal education depends". Meanwhile Krashen in Rohim (2009:45) also explains that "Reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advance grammar, and the only way we become good spellers". It means that reading is the way to be a good reader, increase a good writing style and vocabulary, master grammar and become good spellers. A student who does not learn the basic reading earlier is unlikely to learn the other skills at all.

In real class, there are many problems faced by the students in mastering the indicators of reading. Some English teachers still use traditional strategy to teach reading. Traditional strategy usually makes the students bored because the method is monotonous and the students are not active.

To solve those reading comprehension problems, in the reading teaching learning process teachers must understand reading skills of students have, then they have to make adjustment capabilities when carrying out the task of learning to read. It is the duty of the teachers to provide guidance and explanation to finish reading assignment. Teacher also needs to apply some appropriate strategies that can help the students to master reading indicators well. Reading strategy is important to increase students' reading ability. Strategy of reading can help reader to read more clearly and comprehensively. In this thesis, the writer wants to introduce the strategy named Inquiry chart to make students' reading comprehension can be better.

II. METODE

This research uses quantitative and the design is pre-experimental design. The writer used one class which consist of 25 students. The research was done in twice meetings. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

III. HASIL DAN KESIMPULAN

The result shows that t-observed was 9,23 at the degree of freedom of 24, t-table was 2,064 at the level of significance of 5%. So, it means that $t\text{-observed} (9,23) > t\text{-tabel}$ at the level of significance of 5 %. So, the Null hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. In addition, Inquiry chart strategy is very significant for the students of SMAN 7 Kediri. such as: he can understand the text, improve the vocabulary, find the characteristic of news item text, identify the main idea and topic of a text, identify the detail information of a text, they are also more active in learning English especially in reading lesson and make a conducive class in teaching and learning process.

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