

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENTS'
READING COMPREHENSION AT THE TENTH GRADERS OF
SMA NEGERI 1 PENAWARTAMA TULANG BAWANG**



By:

JAINATU AINI ZAHROH

2001050016

**TARBIYAH AND TEACHING TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

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**THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENTS'
READING COMPREHENSION AT THE TENTH GRADERS OF
SMA NEGERI 1 PENAWARTAMA TULANG BAWANG**

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:

**JAINATU AINI ZAHROH
Student Number. 2001050016**

Faculty of Tarbiyah and Teacher Training
English Education Study Program

Sponsor: Eka Yuniasih, M.Pd.

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447/2025**



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UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFULUENCE OF INQUIRY CHART STRATEGY ON THE STUDENT’S READING COMPREHENSION AT THE TENTH GRADERS OF SMA NEGRI 1 PENAWARTAMA TULANG BAWANG, written by Jainatu Aini Zahroh , student number: 2001050016, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 8th, 2025 at 09.30 - 11.30 p.m.

BOARD OF EXAMINERS:

Examiner I : Eka Yuniasih, M.Pd

(.....)

Examiner II : Dr. Ahmad Subhan Roza, M.Pd

(.....)

Examiner III : Ning Setiowati, M.Pd.

(.....)

Examiner IV : Aisyah Sunarwan, M.Pd

(.....)



The Dean of Tarbiyah and Teachers Training Faculty



[Signature]
Dr. Siti Annisah, M.Pd.
IP. 19800607 200312 2 003



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.un@metrouniv.ac.id

APPROVAL PAGE

Name : JAINATU AINI ZAHROH
Student Number : 2001050016
Study Program : English Education Study Program
Faculty : Tarbiyah and Teacher Training
Title : THE INFLUENCE OF INQUIRY CHART STRATEGY
ON THE STUDENTS' READING COMPREHENSION
AT THE TENTH GRADERS OF SMA NEGERI 1
PENAWARTAMA TULANG BAWANG

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
University of Jurai Siwo Lampung.

Head of English Education Study
Program



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, ~~27~~ 21 November...2025
Sponsor

Eka Yuniasih, M.Pd
NIP. 19870710 202521 2 008



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uiv@metrouniv.ac.id

NOTIFICATION LETTER

Number : -
Appendix : -
Matter : In order to hold the Munaqosyah
of **JAINATU AINI ZAHROH**

To:
The Honorable the Head English Education Study Program (TBI)
Faculty of Tarbiyah and Teacher Training (FTIK)
State Islamic University of Jurai Siwo Lampung

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : JAINATU AINI ZAHROH
Student Number : 2001050016
Study Program : English Education Study Program
Faculty : Tarbiyah and Teacher Training
Title : THE INFLUENCE OF INQUIRY CHART STRATEGY
ON THE STUDENTS' READING COMPREHENSION
AT THE TENTH GRADERS OF SMA NEGERI 1
PENAWARTAMA TULANG BAWANG

To It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr. Wb.



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, ²⁷ November 2025
Sponsor

Eka Yuniasih, M.Pd
NIP. 19870710 202521 2 008



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : -
Perihal : Mohon Dimunaqosyahkan Skripsi
JAINATU AINI ZAHROH

Kepada yth,
Ketua Program Studi Tadris Bahasa Inggris (TBI)
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh :

Nama : JAINATU AINI ZAHROH
NIM : 2001050016
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : THE INFLUENCE OF INQUIRY CHART STRATEGY
ON THE STUDENTS' READING COMPREHENSION
AT THE TENTH GRADERS OF SMA NEGERI 1
PENAWARTAMA TULANG BAWANG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

Ketua Program Studi Tadris Bahasa
Inggris



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 27 November 2025
Dosen Pembimbing

Eka Yuniasih, M.Pd
NIP. 19870710 202521 2 008

**THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE
STUDENTS' READING COMPREHENSION AT THE TENTH GRADERS
OF SMA NEGERI 1 PENAWARTAMA TULANG BAWANG**

ABSTRACT

By:

JAINATU AINI ZAHROH

This research aims to determine the influence of the Inquiry Chart (I-Chart) strategy on the reading comprehension ability of the tenth-grade students of SMA Negeri 1 Penawartama, Tulang Bawang. The background of this research is based on students' difficulties in identifying main ideas, understanding supporting details, limited vocabulary mastery, and challenges in interpreting grammatical structures within reading texts. The results of the preliminary survey showed that 81.25% of the students scored below the minimum mastery criterion, indicating that their reading comprehension ability was still low.

This research employed a quantitative method with a true experimental design. The population consisted of 102 tenth-grade students, and the samples were class X-4 as the experimental class and class X-3 as the control class, each consisting of 32 students selected through simple random sampling. The experimental class was taught using the Inquiry Chart strategy, while the control class was taught using conventional methods. The data were collected through pre-tests and post-tests and were analyzed using the independent sample t-test with SPSS version 25.

The findings revealed that the post-test scores of the students in the experimental class were higher than those in the control class. The t-test result showed a significance value of 0.011, which is lower than 0.05. This indicates that there is a positive and significant effect of using the Inquiry Chart strategy on students' reading comprehension ability. The Inquiry Chart strategy proved effective in increasing student engagement, assisting in organizing information, and enhancing their ability to comprehend reading texts.

Based on these results, it can be concluded that the Inquiry Chart strategy has a significant effect on the reading comprehension ability of the tenth-grade students of SMA Negeri 1 Penawartama, Tulang Bawang.

Keywords: *I-Chart Strategy, Quantitative Research, Reading Comprehension.*

**PENGARUH STRATEGI INQUIRY CHART TERHADAP PEMAHAMAN
MEMBACA SISWA KELAS SEPULUH
SMA NEGERI 1 PENAWARTAMA TULANG BAWANG**

ABSTRAK

Oleh:

JAINATU AINI ZAHROH

Penelitian ini bertujuan untuk mengetahui pengaruh strategi Inquiry Chart (I-Chart) terhadap kemampuan pemahaman membaca siswa kelas X SMA Negeri 1 Penawartama Tulang Bawang. Latar belakang penelitian ini didasarkan pada kesulitan siswa dalam mengidentifikasi gagasan utama, memahami detail pendukung, keterbatasan penguasaan kosakata, serta kesulitan dalam menafsirkan struktur tata bahasa pada teks bacaan. Hasil pra-survei menunjukkan bahwa 81,25% siswa memperoleh nilai di bawah kriteria ketuntasan minimal, sehingga menunjukkan kemampuan pemahaman membaca yang masih rendah.

Penelitian ini menggunakan metode kuantitatif dengan desain true experimental. Populasi penelitian terdiri dari 102 siswa kelas X, dan sampel penelitian adalah kelas X-4 sebagai kelas eksperimen dan X-3 sebagai kelas kontrol, masing-masing berjumlah 32 siswa yang dipilih melalui teknik simple random sampling. Kelas eksperimen diberi perlakuan dengan menerapkan strategi Inquiry Chart, sedangkan kelas kontrol menggunakan metode konvensional. Data dikumpulkan melalui pre-test dan post-test, kemudian dianalisis menggunakan uji independent sample t-test melalui SPSS versi 25.

Hasil penelitian menunjukkan bahwa nilai post-test siswa pada kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Hasil uji-t menunjukkan nilai signifikansi sebesar 0.011, lebih kecil dari 0.05. Hal ini mengindikasikan bahwa terdapat pengaruh yang positif dan signifikan dari penggunaan strategi Inquiry Chart terhadap kemampuan pemahaman membaca siswa. Strategi Inquiry Chart terbukti efektif dalam meningkatkan keterlibatan siswa, membantu mengorganisasi informasi, serta meningkatkan kemampuan mereka dalam memahami teks bacaan.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa strategi Inquiry Chart berpengaruh signifikan terhadap kemampuan pemahaman membaca siswa kelas X SMA Negeri 1 Penawartama Tulang Bawang.

Kata Kunci: *Pemahaman Membaca, Penelitian Kuantitatif, Strategi I-Chart.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Jainatu Aini Zahroh
Student Number : 2001050016
Study Program : English education study program (TBI)
Faculty : Tarbiyah and Teachers Training Faculty (FTIK)

States that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliography mentioned.

Metro, October 27th, 2025

The Researcher



JAINATU AINI ZAHROH
Students Number: 2001050016

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Jainatu Aini Zahroh
NPM : 2001050016
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk pada sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Oktober 2025

Yang menyatakan,



JAINATU AINI ZAHROH
Nomor Induk Mahasiswa: 2001050016

MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ

“Allah will raise those who have believed among you and those who were given knowledge by degrees. And Allah is Acquainted with what you do.”

— QS. Al-Mujadilah: 11

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today. Through questioning, reading, and seeking meaning, we prepare ourselves to face the world.”

— Malcolm X

DEDICATION PAGE

This an undergraduate thesis is special dedicated to:

My beloved parents Mr. Eko Ariwibowo and Mrs. Masri Nur Naini who always support me with their endless love

My beloved alma mater, UIN Jurai Siwo Lampung, where I have grown academically and personally throughout this journey

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The researcher is fully aware that this thesis is far from perfect. Thus, constructive suggestions and criticisms are sincerely welcomed for the improvement of this work. Hopefully, this thesis may bring benefits not only for the researcher but also for the institution and the readers in general.

Metro, August 30rd, 2025

The Researcher



JAINATU AINI ZAHROH
Student Number 2001050016

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension plays a critical role in academic success, especially in the context of English as a Foreign Language (EFL). It requires students to not only decode written words but also to extract meaning, interpret ideas, and connect them to their prior knowledge.¹ However, many students face difficulties in mastering this skill.

Students at SMA Negeri 1 Penawartama Tulang Bawang, particularly those in tenth grade, often experience difficulty understanding descriptive texts, one of the key genres in the English curriculum. These challenges are influenced by various factors such as limited vocabulary, lack of motivation, and conventional teaching methods that focus more on translation than comprehension.

Reading comprehension is a vital skill that students need to master, as it plays a crucial role in teaching reading. Without adequate reading comprehension, readers cannot extract information from texts. The goal of reading comprehension is to uncover meaning and achieve the purpose of reading the material. Effective teaching of reading comprehension is essential, requiring teachers to deliver materials, conduct assessments, and apply suitable methods. English teachers should not only encourage active participation but

¹ Fernandita Gusweni Jayanti, "Reading Difficulties: Comprison on Students' and Teachers' Perception". Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies. University of Bengkulu 2016. p.297.

also ensure that students grasp and understand the material. To engage students, teachers should provide stimulating simulations. According to Patel and Jain, teaching reading is a fundamental skill, as it marks the stage where students' knowledge begins to flourish. Selecting authentic reading materials and adopting effective teaching strategies are critical to success.

Teaching reading comprehension is challenging, particularly for Indonesian students. Chaudran highlights that studying English is difficult due to the differences in spelling, pronunciation, vocabulary, and culture between English and Indonesian.² Many students find reading a daunting task, facing challenges such as low motivation and reluctance to read. This issue will also be observed at SMA Negeri 1 Penawartama Tulang Bawang, as noted in interviews conducted by the researcher.

The Inquiry Chart (I-Chart) strategy offers a solution by encouraging students to become active readers and fostering collaboration among peers. Hoffman (in Antonacci) describes the I-Chart as a data table that helps students organize information from various sources. This strategy promotes active inquiry by designing the chart around key questions, motivating students to think critically, observe, and investigate. Barbara and Virginia emphasize that the I-Chart supports students in developing questions, accessing information, organizing their findings, and presenting research results. It enables students to

² Muslaini, "Strategies for Teaching Reading Comprehension". English Education Jurnal. Vol. 8 no.1, Syiah Kuala University, 2017, p. 69

identify the main questions related to a topic and compare information from multiple sources.

To provide an initial overview of these issues, a pre-survey has conducted to measure the reading comprehension levels of tenth graders. The results are summarized in the table below:

Table 1
The Pra-survey Data on Reading Comprehension of The Tenth Grade Students of SMA Negeri 1 Penawartama Tulang Bawang

NO	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
1	>70	12 Students	18.75%	Complete
2	<70	52 Students	81.25%	Incomplete
TOTAL		64 Students	100%	

Based on the results of the pre-survey, it is known that students' reading skill is classified as incomplete, as shown by the dominant presentation of students' abilities, dominated by incompleteness of 81.25%. This problem is supported by the results of interview by teachers. Based on the results of interviews by the researcher with teachers, the problem of students' low reading skill is due to the limited English vocabulary mastered by the students. Apart from that, students also get problems in responding to the grammar contained in a reading so they have difficulty in grasping the meaning. A part from that, students are also unable to detect the main idea and supporting ideas in a reading so they do not know what important information is contained in a reading.

To complement the survey data, interviews were conducted with three tenth-grade students to gain deeper insights into the specific challenges they encountered in reading comprehension. Student A reported having difficulty identifying key details in descriptive texts, which hindered their ability to fully understand the passage. This student also expressed a strong preference for visual aids, such as images or graphic organizers, to make reading activities more engaging and easier to follow. Meanwhile, Student B emphasized struggles with limited vocabulary and the complexity of sentence structures, which often led to confusion while reading. To address this, the student suggested that collaborative learning environments such as group discussions might help them understand the content more effectively by exchanging ideas with peers. Lastly, Student C shared that they lacked motivation to engage with reading materials, stating that the texts often felt disconnected from real-life experiences. This student indicated a need for more relatable and contextually relevant reading materials to stimulate interest and involvement in reading activities. These interview findings underscore the importance of implementing diverse, student-centered strategies to address varying learner needs in reading comprehension.

These findings reveal a pressing need to adopt innovative teaching strategies that address students' challenges and improve their comprehension abilities. One promising approach is the Inquiry Chart (I-Chart) strategy.

The I-Chart strategy encourages students to actively question, interact with, and organize information from texts. This method is especially useful for descriptive texts, as it allows students to compare and synthesize details

systematically. Through its structured phases planning, interacting, and integrating this strategy not only enhances comprehension but also fosters critical thinking and engagement. By integrating the I-Chart strategy into the classroom, teachers at SMA Negeri 1 Penawartama Tulang Bawang can create a more dynamic and effective learning environment that helps students improve their reading comprehension skills.

In addressing this problem, the researcher intends to conduct quantitative research by conducting experimental research through the application of the inquiry chart strategy. It is hoped that it will be able to become an alternative strategy that can influence students' reading comprehension to become better. Therefore, the writer construct this research proposal with the title **THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADES OF SMA NEGERI 1 PENAWARTAMA TULANG BAWANG.**

B. Problem Identification

Based on background of study above, the following problems have been identified:

1. Students have difficulty identifying the main ideas and supporting details in reading texts.
2. Students have low reading proficiency is primarily caused by their limited mastery of English vocabulary.
3. Students experience difficulties in understanding grammatical structures found in reading passages.

C. Problem Limitation

This study focuses on investigating the influence of the Inquiry Chart (I-Chart) strategy on the reading comprehension skills of tenth graders at SMA Negeri 1 Penawartama Tulang Bawang. The scope is limited to analyzing the influences of the inquiry chart strategy on the students' reading comprehension.

D. Problem Formulation

The research seeks to answer the following question:

Is there any positive and significant influence of inquiry chart in reading comprehension of the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang?

E. Objective and Benefit of Study

1. Objective of the Study

The objective of the study is to know whether there is any influence of the Inquiry Chart strategy in influencing the reading comprehension skills of tenth graders at SMA Negeri 1 Penawartama Tulang Bawang.

2. Benefits of the Study

- a. **For Students:** Enhances their reading comprehension and critical thinking skills, fostering a more engaging learning experience.
- b. **For Teachers:** Provides an alternative teaching strategy to improve the effectiveness of reading lessons.
- c. **For Others:** Contributes to the body of knowledge on innovative strategies for teaching reading comprehension in EFL contexts.

F. Prior Research

Previous studies have investigated the implementation and effectiveness of the Inquiry Chart (I-Chart) strategy in enhancing students' reading comprehension. These studies provide valuable insights and serve as a foundation for the present research.

The first previous research would be conducted By Istiqomah Entitled The Effect of Inquiry Chart Strategy on Students' Reading Comprehension of Narrative Texts³. Istiqomah would publish in the Journal of English Education, would investigate the impact of the Inquiry Chart (I-Chart) strategy on students' reading comprehension of narrative texts at the secondary school level. This study would employ an experimental research design, specifically a quasi-experimental method of the non-equivalent control group type. In this research, the experimental class would receive a series of treatment sessions using the Inquiry Chart strategy. The instrument would be a set of reading texts. Participants would include secondary school students. The findings would indicate that the use of the Inquiry Chart (I-Chart) strategy positively would affect students' comprehension of narrative texts. Based on the results, it can be concluded that there would be a significant impact of the Inquiry Chart strategy on the reading comprehension of secondary school students.

The second research would be conducted by Susanti and Heriansyah, would publish in the *ELT-i: Studies in English Language Teaching, Linguistics,*

³ Istiqomah, R. (2018). The effect of inquiry chart strategy on students' reading comprehension of narrative texts. *Journal of English Education*, 6(2), 123-135.

and Literature, would examine the effectiveness of the I-Chart strategy in improving students' reading comprehension of descriptive texts⁴. This quasi-experimental research used a pre-test and post-test control group design involving two student groups: experimental and control. Over a treatment period, the experimental group received instruction using the I-Chart strategy, while the control group did not. Reading comprehension tests were administered before and after the intervention, and the data were analyzed statistically.

The findings showed that the I-Chart strategy significantly enhanced students' ability to understand and analyze descriptive texts by offering a structured framework for organizing information. A significant difference was found between the two groups, leading to the rejection of the null hypothesis and the acceptance of the alternative. The researchers concluded that the I-Chart strategy had a positive and significant impact on students' reading comprehension.

The third research would be conducted by Wijayanti and Dewi, would publish in the Journal of Language and Literature, the researchers would explore the application of the I-Chart strategy to improve students' reading comprehension of expository texts in a university setting.⁵ This research explored the application of the Inquiry Chart (I-Chart) strategy to enhance

⁴ Susanti, V., & Heriansyah, H. (2019). Improving reading comprehension of descriptive texts through inquiry chart strategy. *ELT-i: Studies in English Language Teaching, Linguistics, and Literature*, 7(1), 45-56.

⁵ Wijayanti, A., & Dewi, S. (2021). Enhancing reading comprehension of expository texts using the inquiry chart strategy in a university context. *Journal of Language and Literature*, 9(3), 187-198.

university students' reading comprehension of expository texts. It was designed as an action research study, where the strategy was implemented throughout a semester in a reading comprehension course. The participants were university students enrolled in the course, and data were collected by analyzing their performance on reading tasks during the learning process. The researchers monitored students' progress and engagement with expository texts and found that the I-Chart strategy contributed positively to improving their comprehension. Compared to conventional methods, students demonstrated better understanding and were more actively involved in organizing information from the texts.

This current research shares similarities with previous studies conducted by Istiqomah on narrative texts, Susanti and Heriansyah on descriptive texts, and Wijayanti and Dewi on expository texts. All of these studies used the I-Chart strategy as an intervention to improve reading comprehension. However, the present study differs in several aspects, particularly in educational level, context, and research design. While Wijayanti and Dewi conducted classroom action research over an entire semester in a university setting, this study applies an experimental approach within a senior high school context and focuses on descriptive texts. Moreover, unlike some comparative approaches used in prior research, this study is centered on measuring the specific impact of the I-Chart strategy within its own setting, providing unique insights into its effectiveness at the high school level.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is a skill that can be trained. Reading basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skill is very important because by reading students will get new, wider information, knowledge, and insights¹. Reading is the process of constructing meaning from written texts. It is a complex skill involving word recognition, comprehension, fluency, and motivation². This intricate process allows individuals to decode symbols and transform them into understandable concepts, forming the basis of knowledge acquisition. According to Goodman, reading is a psycholinguistic guessing game. Readers sample the text, predict what comes next, confirm their predictions, and integrate new information with their existing knowledge³. This active engagement emphasizes the reader's role as a constructor of meaning, moving beyond a passive reception of information.

¹ Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. Development of Islamic Text Based Reading Materials with a Genre Based Approach, Institut Agama Islam Negeri Metro, Volume 10, Number 2, Pg 170 December 2022. Pedagogy.

² Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND.

³ Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 4(1), 126-135.

Smith defines reading as making sense of printed words. This perspective emphasizes that the act of reading goes beyond simply recognizing individual letters and words. It involves not just decoding letters and words but also understanding the author's intent and the overall message⁴ Therefore, a proficient reader actively engages with the text to grasp the meaning intended by the writer. These mental frameworks play a crucial role in enabling readers to relate new information to their existing understanding of the world.

Rumelhart proposes that reading comprehension involves the activation of schemata (organized knowledge structures) that allow readers to interpret and understand the text⁵. This theory posits that readers do not passively absorb information from a text but actively construct meaning by relating the textual content to their existing knowledge and experiences stored in these schemata. Grabe describes reading as the ability to understand information presented in written form. This comprehensive definition highlights the multifaceted nature of reading, acknowledging that it is not a singular skill. It encompasses various levels of processing, from recognizing letters to interpreting complex discourse⁶ . Therefore, effective reading involves not only the accurate and fluent decoding of written symbols but also the active engagement of higher-level cognitive processes such as critical

⁴ Smith, F. (1971). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. Holt, Rinehart and Winston.

⁵ Rumelhart, D. E. (1977). Toward an interactive model of reading. In S. Dornic (Ed.), *Attention and performance VI* (pp. 573-603). Academic Press.

⁶ Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.

thinking, analysis, and synthesis to construct a coherent and nuanced understanding of the text's meaning and the author's intended message. This interplay between lower-level perceptual skills and higher-level cognitive abilities is essential for achieving deep and meaningful reading comprehension. Furthermore, the importance of reading extends beyond academic success. In an increasingly information-rich society, strong reading skills are essential for navigating daily life, accessing information from diverse sources, and participating actively in civic discourse. Individuals with well-developed reading abilities are better equipped to learn independently, think critically, and make informed decisions.

Reading comprehension, according to Anderson and Hiebert, is the process of generating meaning by coordinating a number of complicated processes such as word reading, word and world knowledge, and fluency⁷ Conversely, Kintsch posits that reading comprehension stems from processes activated while reading, aimed at creating mental models or situational modes of the text's content.⁸ Schools typically employ one of two strategies for teaching reading comprehension: either by having students engage with the text through commentary or by answering questions about it.⁹

Reading, according to the reasoning above, can be described as certain learning goals and the actions that assist pupils achieve those goals. Students

⁷ Janette K. Klingner, *Teaching Reading Comprehension to Students with learning Difficulties*, (New York: The Guilford Press, 2007), P. 2

⁸ Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York: Springer, 2015), P. 2

⁹ Allan Collins and Edward E. Smith, *Teaching the Process of Reading Comprehension*, (Champaign: Illinois, 2007), P. 2

can increase their skill, cognition, and information by reading. All of this can be achieved through reading. In other words, it is a basic skill English learners must acquire.

The main idea is a tool used to evaluate a student's ability to comprehend and identify the central concept or overarching thought of a text. This rubric focuses on how effectively students generalize or articulate the main idea, ranging from a clear and accurate understanding to minimal or no comprehension. On the other hand, the information details assesses a student's capacity to extract specific and relevant details from a text that support the identified main idea. This evaluation emphasizes the accuracy and relevance of the details provided, highlighting the student's ability to connect supporting information to the core concept of the text. Both rubrics are essential in measuring reading comprehension skills, particularly in identifying and supporting the main idea within a passage.

From the explanation above, the conclusion that reading comprehension is the process of understanding the meaning of the content and all the information about the topic in the text. Since English is a foreign language, it is difficult for students to understand English sentences. Many readers are unable to understand the author's ideas because they have a limited ability to think and analyze the meaning of words and sentences. Therefore, readers should read carefully to understand the author's ideas.

2. Types of Reading Comprehension

Reading comprehension is a complex cognitive process that involves the ability to decode, interpret, and derive meaning from written texts. To support students' reading development, it is essential to understand the different types of reading approaches that can be applied in the classroom. Scholars have identified two main types of reading comprehension that play a significant role in language learning: extensive reading and intensive reading.

According to Jeremy Harmer, there are two types of reading. He divided reading into intensive reading and extensive reading. There are two types of reading:¹⁰

a. Extensive Reading

According H. Douglas Brown, in his book “Language Assessment, and Classroom Practices”, states that extensive reading refers to texts that are slightly longer than those we have covered so far, such as magazine articles, technical reports, long essays, short stories, and books that fall into this category.¹¹ Based on the above statement, the goal is simply to gain an overall understanding of the text, and the reader cannot understand every words in reading activity.

b. Intensive Reading

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), p.210

¹¹ Brown, H. D. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2001), p. 212.

According to Christine Nuttal “Intensive reading is a task that engages with a text under the guidance of a teacher, or that requires students to focus on a text. The aim is to understand not only the meaning of the text, but also how that meaning is created.”¹² The emphasis is on understanding specific reading material. Requiring deep understanding, students must fully understand the message of authors. Additionally, Jeremy Harmer said that intensive reading is reading texts such as poems, magazines, novels, and newspapers, so on.¹³

From the above description, we can see that the use of intensive reading occurs by performing the details of the meaning of the text based on the specific purpose of the reader, such as business, science, etc. In summary, intensive reading helps readers gain a deeper understanding of texts that are important to them. To achieve comprehension while reading, you need to pay attention to reading accuracy, vocabulary, and structure of the text. Therefore, making it easy to understand can make the content easier to understand.

3. Indicators of Reading Comprehension

Reading with understanding allows you to recognize the purpose and important points of a text, as well as understand the surface meaning of the text. On the other hand, Nuttal assumes that in order to facilitate the reader's

¹² Christian Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p.38.

¹³ Jeremy Harmer, *Teaching English*, (Oxford: Pearson Education Ltd, 2007), p.110.

comprehension of the text, the reader needs to master her five short text reading skills:¹⁴

a. Identifying Main Idea

Identifying main idea is one of the most important reading comprehension skills for grasping and finding the main idea of a text by summarizing it and looking for repetition of ideas and words. The main idea is important to the reader. This is because the main content of the story is written in it. Without knowing the main idea, the reader cannot understand the purpose of the text.

b. Identifying information details

Identifying details are facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader gain more information about the main idea or theme of the text. This is information that helps readers infer the text. Supporting details provide answers to readers' questions.

c. Making Inferences

Inference is a pedagogical guess or inference based on the logic of the text. Inference occurs when students decide what the teacher means based on cues from the story and what they know from their own experiences. Teachers can't necessarily tell you everything, so you have to

¹⁴ Cristine E. Nuttal, *Teaching reading skills in a foreign language*/ Christine Nuttal, (London: Heinemann, 1985),

make inferences to understand and visualize the story. Students make inferences to understand what they read. It goes like this:

- 1) Think about the type of information your teacher is giving you.
- 2) Think about how the topics in the text relate to your own life and the experiences of your students.

d. Understanding Vocabulary

Successful communication depends on accurate understanding of vocabulary. This means that understanding the meaning of words is important in vocabulary. As vocabulary acquisition improves, comprehension deepens. Vocabulary means understanding the meanings of words and how they are used, which helps with reading comprehension and knowledge building.

e. Determining Reference

One of the sub processes in sentence comprehension is referential expression. This process identifies connections between words in a sentence and words outside of it. Referential expressions are supported by the fact that the reference is easily recognizable. The reader must identify the referent of a pronoun if it occurs recently in the text and has already been mentioned. This is a cue for the reader to find meaning elsewhere in the text. Therefore, reading comprehension involves identifying main ideas, identifying details of information, drawing inferences, understanding vocabulary, and determining references.

4. Scoring Rubric

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Brown as follows :¹⁵

Table 2
Scoring Rubric Reading Comprehension

No	Score	Criteria
1	90-100	He response demonstrates a strong understanding of the main idea, supporting details, vocabulary, inferences, and references. Information taken from the text is accurate, clearly presented, and all elements are well connected to each other and to the task. The main idea is effectively identified, vocabulary is well understood in context, inferences are logical and insightful, and references are correctly interpreted. All responses are sufficiently supported with appropriate evidence from the text.
2	70-89	The response shows a general understanding of the main idea, supporting details, vocabulary, inferences, and references. The main idea is identified and connected to the task, and most supporting details are accurate. Vocabulary

¹⁵ Ayu Windyawati Puspita Wardani and Dina Merris Maya Sari, Students' Attitude on Reading Classroom, vol. 6, no. 4 (December 2020): 852-853.

		is mostly understood in context, and inferences are made with some logic. References are identified but may not always be clear. While the response connects ideas to the text and task, the support given is sometimes insufficient or not fully appropriate.
3	50-69	The response shows limited understanding of the main idea, supporting details, vocabulary, inferences, and references. The response does not fully address the task, and the information provided contains few or inaccurate details from the text. These details are often not relevant to the main idea or the purpose of the task. Vocabulary may be misunderstood, inferences are weak or missing, and references are unclear or incorrect.
4	30-49	The response fails to address the task and shows minimal understanding of the main idea, details, vocabulary, inferences, and references. There are no accurate details taken from the text, and the information provided is not relevant to the task. Vocabulary is poorly understood, inferences are not made, and references are either incorrect or not identified at all. Overall, the response lacks connection to the text and does not demonstrate comprehension.

B. The Concept of Inquiry Chart (I-Chart) Strategy

1. Definition of Inquiry Chart Strategy

The Inquiry Chart (I-Chart) Strategy is a structured teaching method designed to enhance students' ability to organize information, ask insightful questions, and deeply understand a topic. This strategy is particularly useful in guiding students through the process of information gathering, comparison, and analysis. It was initially conceptualized as a tool to promote active engagement and critical thinking in the classroom.¹⁶ According to Tierney, Readence, and Dishner, the I-Chart Strategy offers a systematic framework that helps students delve into a topic by dissecting it into smaller, manageable questions and synthesizing information from various sources.¹⁷

The primary goal of the I-Chart is to facilitate meaningful learning by encouraging students to actively participate in their education. Unlike traditional methods that involve passive listening, this strategy requires students to ask questions, seek out information, and critically evaluate what they find. It is especially effective in helping students make connections between different pieces of information, thereby promoting a holistic understanding of the subject matter. In practice, the I-Chart serves as a visual aid that organizes thoughts and supports inquiry-based learning.

¹⁶ Hoffman, J. V. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. *Language Arts*, 69(2), 121-127.¹

¹⁷ Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995). *Reading Strategies and Practices: A Compendium* (4th ed.). Boston: Allyn and Bacon. p. 56.

Educational theorists like Vacca and Vacca emphasize that the I-Chart is not merely a teaching tool but a strategy that aligns with constructivist approaches, where students build knowledge based on their experiences. By engaging in the I-Chart process, students develop skills that are essential for lifelong learning, including questioning, analyzing, and synthesizing information.¹⁸

There is an ongoing debate regarding whether the I-Chart can be classified as media or a strategy. According to Heinich , instructional media refers to materials or tools that convey information, such as books, videos, or software. In this sense, the I-Chart itself is not a form of media because it does not deliver content independently. ¹⁹Instead, it serves as a strategy that facilitates the organization and analysis of information.

However, the chart component of the I-Chart can function as a visual aid, which some educators might consider a type of instructional media. Therefore, while the I-Chart as a whole is best described as a strategy, it contains elements that can be considered media in the context of instructional design.

2. The Model of Inquiry Chart Strategy

The model of the I-Chart Strategy is designed around a structured chart that divides information into columns and rows. The top of the chart

¹⁸ Vacca, R. T., & Vacca, J. L. (2008). *Content Area Reading: Literacy and Learning Across the Curriculum* (9th ed.). Boston: Pearson. p. 112.

¹⁹ Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1996). *Instructional Media and Technologies for Learning* (5th ed.). New York: Macmillan. p. 25.

typically features a central question or topic, which serves as the focal point of the activity. Below this, sub-questions guide students in exploring various aspects of the topic. The columns are used to record information from multiple sources, including textbooks, articles, videos, and discussions. At the bottom of the chart, students summarize their findings and reflect on their learning.

The I-Chart model fosters a systematic approach to learning by encouraging students to explore multiple perspectives and draw connections between different sources of information. According to Zwiers, this model is highly adaptable and can be used across different subjects, making it a versatile tool in educational settings.²⁰ For example, in a science class, the I-Chart can be used to compare the characteristics of different ecosystems, while in a history class, it can help students analyze the causes and effects of historical events.

3. The Procedure of Inquiry Chart Strategy

Implementing the Inquiry Chart Strategy involves several key steps:

- a. **Introduction of the Topic:** The teacher introduces the main topic and explains the purpose of the I-Chart, helping students understand the goals and benefits of the activity.
- b. **Development of Sub-Questions:** Students work with the teacher to develop sub-questions related to the main topic. These questions should

²⁰ Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines* (2nd ed.). San Francisco: Jossey-Bass. p. 78.

be specific enough to guide research but broad enough to allow for exploration.

- c. **Information Gathering:** Students gather information from various sources, such as books, articles, websites, or classroom materials, and record it in the appropriate columns of the chart.
- d. **Analysis and Synthesis:** Students analyze the collected information, identify patterns and differences, and synthesize their findings into a cohesive summary.
- e. **Presentation and Discussion:** Students present their I-Charts to the class, allowing for discussion and feedback, which promotes collaborative learning.
- f. **Reflection:** Students reflect on their learning process and evaluate how the I-Chart Strategy helped them understand the topic more deeply.

4. Advantages and Disadvantages of Inquiry Chart Strategy

The Inquiry Chart (I-Chart) strategy, while a valuable tool for fostering active learning and deeper understanding, possesses a distinct set of advantages that contribute to its effectiveness, alongside certain disadvantages that educators must consider for successful implementation in diverse classroom settings. A balanced perspective on both these aspects will enable teachers to make informed decisions about when and how to best utilize the I-Chart to optimize student learning outcomes.

a. Advantages

The I-Chart Strategy offers numerous benefits. It promotes active learning by engaging students in the process of inquiry and critical thinking. According to Daniels and Zemelman, it helps students develop skills in questioning, evaluating, and synthesizing information.²¹ The strategy is also highly adaptable and can be tailored to fit various subjects and grade levels. By using the I-Chart, students learn how to organize complex information systematically, making it easier to comprehend and retain.

Another advantage is that the I-Chart encourages collaboration and communication among students, as they often work in groups to develop questions and share their findings. This collaborative aspect of the I-Chart Strategy fosters a sense of community in the classroom and enhances social learning.

b. Disadvantages

Despite its advantages, the I-Chart Strategy has some limitations. One of the main challenges is that it can be time-consuming, particularly if students need to gather information from multiple sources. In classrooms with limited access to resources or technology, this may pose a significant obstacle. Additionally, some students may struggle with developing effective sub-questions or organizing their information

²¹ Daniels, H., & Zemelman, S. (2014). *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading* (2nd ed.). Portsmouth, NH: Heinemann. p. 92.

without substantial guidance from the teacher. As a result, the strategy may not be suitable for all learners, especially those who require more structured or direct instruction. Teachers also need to invest time in planning and preparation to ensure that the I-Chart activity is meaningful and aligns with curriculum goals. Without careful planning, the strategy may become a superficial exercise rather than a deep learning experience.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a type of writing that aims to provide a detailed description of a person, place, object, or event. Its primary purpose is to create a vivid image in the reader's mind by using sensory details and specific adjectives. According to Gerot and Wignell, descriptive text is categorized as one of the text genres that primarily focuses on describing the characteristics and features of an object or phenomenon.²² This type of text often employs figurative language and comparisons to enhance its imagery, making it more engaging and vivid for the audience. Descriptive texts are commonly used in educational settings to help students practice observing and expressing details about their surroundings.

One of the essential characteristics of descriptive text is its focus on creating a mental picture for the reader. To achieve this, writers often include

²² Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler. (p. 208).

sensory details such as sight, sound, smell, taste, and touch. Knapp and Watkins highlight that descriptive text serves as a powerful tool to develop a student's ability to use precise language, which is fundamental for effective communication²³. Additionally, descriptive texts are frequently found in personal recounts, scientific reports, and literature, where the goal is to immerse the audience in the described experience.

2. Generic Structure of Descriptive Text

The generic structure of a descriptive text is organized to help readers follow the information systematically. According to Emilia, a typical descriptive text consists of three main components:²⁴

- a. **Identification:** This section introduces the subject of the description. It provides a general overview or statement about the person, place, or object being described. The purpose is to set the context for the reader and indicate what the text will focus on.
- b. **Description:** This part forms the core of the text, where detailed information about the subject is provided. It often includes the physical appearance, behavior, or specific features of the described object. Writers use a variety of adjectives and descriptive phrases to convey an accurate and engaging picture.

²³ Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: UNSW Press. (p. 98).

²⁴ Emilia, E. (2011). *Pendekatan Genre-based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizqi Press. (p. 60).

- c. **Conclusion (optional):** Some descriptive texts end with a summary or concluding sentence that reinforces the main points discussed. This section is not always necessary but can be added to provide closure to the description.

For instance, when describing a historical landmark like the Eiffel Tower, the identification might introduce it as "a famous architectural marvel in Paris," while the description would delve into its height, structure, and significance.

3. The Example of Descriptive Text

Example:

Title: The Majestic Mount Bromo

Identification: Mount Bromo, located in East Java, Indonesia, is one of the most breathtaking volcanic mountains in the country. Known for its iconic sunrise views, it attracts visitors from around the world.

Description: Standing at an elevation of 2,329 meters, Mount Bromo is surrounded by a vast sea of sand, creating a surreal and otherworldly landscape. Its active crater emits a constant plume of white smoke, giving it an enigmatic appearance. The mountain is part of the Bromo Tengger Semeru National Park, which is home to diverse flora and fauna. Visitors often hike to the viewpoint to witness the sunrise, which casts golden hues across the horizon, illuminating the surrounding peaks and valleys. The cool mountain breeze and the distant sound of traditional Tenggerese music add to the enchanting experience.

Conclusion: A visit to Mount Bromo is a once-in-a-lifetime experience that showcases the natural beauty and cultural heritage of Indonesia.

This example illustrates how descriptive text combines vivid imagery and detailed information to transport readers to a specific location or moment. Through its structured approach, descriptive text effectively conveys a comprehensive understanding of its subject.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This study focuses on two main variables: the independent variable (X), which is the Inquiry Chart (I-Chart) Strategy, and the dependent variable (Y), which is Reading Comprehension. Reading comprehension is an essential skill for acquiring language proficiency, as it enables efficient extraction and assimilation of information from written texts. However, understanding written materials often presents challenges for students.

To address these challenges, teachers and learners adopt specific learning strategies. Learning strategies include deliberate actions, behaviors, and techniques designed to facilitate language acquisition. In this study, the *Inquiry Chart Strategy* is explored as a method for enhancing reading comprehension. The strategy enables students to organize and integrate information effectively, thereby improving their ability to understand and retain content from texts.

The theoretical framework of this research posits that the application of the *Inquiry Chart Strategy* in teaching reading comprehension can increase student engagement and learning outcomes. If the strategy is applied correctly, students are expected to demonstrate improved reading

comprehension. Conversely, inadequate implementation may lead to suboptimal results in students' reading skills.

2. Paradigm

A paradigm illustrates the interrelationship between variables under study. Based on the theoretical framework, the paradigm of this research is presented as follows:

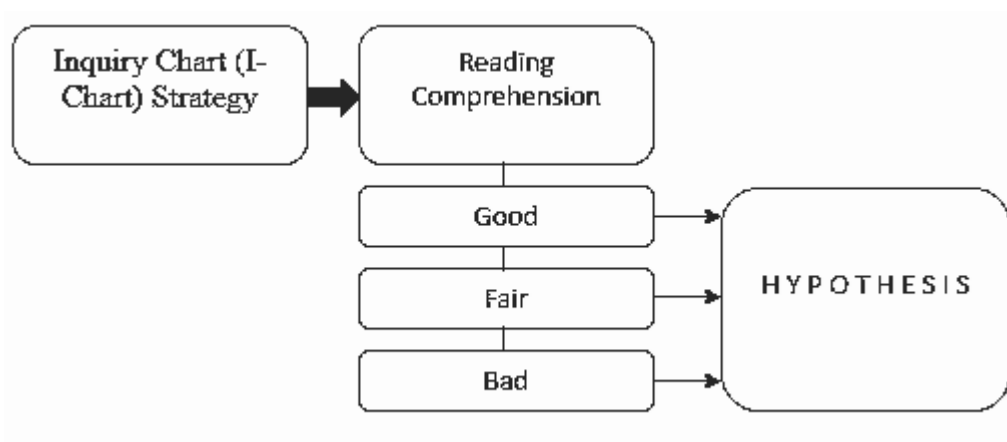


Figure 1

The Influence Of Inquiry Chart Strategy On The Students Reading Comprehension

E. Hypothesis

1. **Hypothesis Formulation** A research hypothesis derives from observations, relevant literature, or theoretical considerations discussed in the study. It outlines the expected relationships or outcomes from the research. The hypotheses for this study are formulated as follows:

- a. **Alternative Hypothesis (Ha)** There is a positive and significant influence of using the *Inquiry Chart Strategy* on the reading comprehension of the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang.

- b. **Null Hypothesis (Ho)** There is no positive and significant influence of using the *Inquiry Chart Strategy* on the reading comprehension of the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang.
2. **Statistical Hypothesis** Referring to the concept of statistical hypothesis, a hypothesis can be stated in the null form, asserting that no relationship or difference exists between the variables. This statistical hypothesis is expressed as follows:
- a. **Null Hypothesis (Ho):** There is no significant influence of using the *Inquiry Chart Strategy* on students' reading comprehension
 - b. **Alternative Hypothesis (Ha):** There is significant influence of using the *Inquiry Chart Strategy* on students' reading comprehension

The statistical hypothesis is tested using a correlation coefficient ("r"):

- 1) If "r" observed > "r" table: The alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.
- 2) If "r" observed < "r" table: The alternative hypothesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research is research that explains phenomena by collecting numerical data and analyzing it using mathematically appropriate methods, especially statistics.

In this research, the writer used a quantitative research methodology. This type of research involves explaining phenomena through the collection of numerical data, which is then analyzed using methods rooted in mathematics, specifically statistics).¹

In fact, Daniel identified two primary categories of quantitative research designs: experimental and non-experimental. Experimental design refers to conducting tests under controlled conditions to either confirm an established fact or to verify a hypothesis's validity.²

In this study, the writer implements an experimental design using two classes: X 3 as a control class that does not receive treatment and X 4 as an experimental class that receives treatment taught by Inquiry Chart (I-Chart) Strategy. The design as follow:

¹ Daniel Muijs, doing quantitative research in education, sage publications London, Thousand Oaks. New Delhi, 2004. P.1

² *Ibid.*, 3

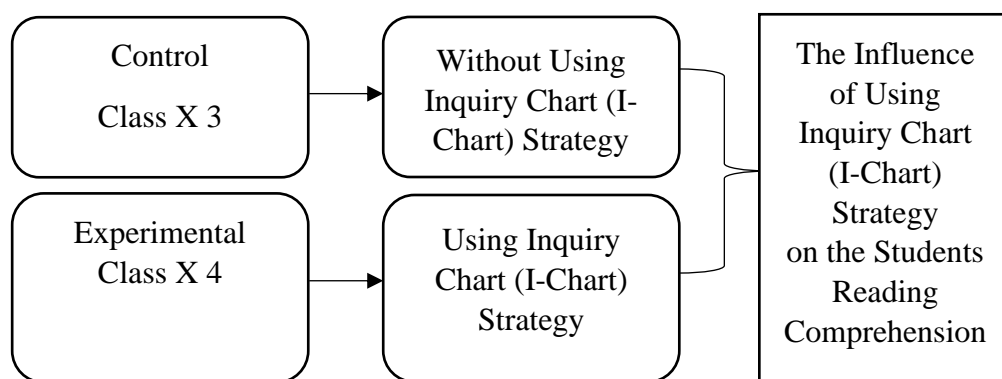


Figure 2

The Influence of Using Inquiry Chart (I-Chart) Strategy
In Experimental and Control Group

First, both groups underwent a pre-test before treatment. Second, the experimental class (X 3) received treatment with Inquiry Chart (I-Chart) Strategy, and the control class (X 4) did not receive any specific treatment. Third, during the pretest, both groups underwent a post test using the same equipment when pretest. Finally, will be able to determine how the use of Inquiry Chart (I-Chart) Strategy affected students' reading comprehension.

The description of sequence is:

Table 3
The True Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, a statistical analysis will be conducted to ascertain if the treatment influenced the experimental group.³

B. Population, Sample and Sampling Technique

1. Population

The population of this study consisted of all tenth graders students at SMA Negeri 1 Penawartama Tulang Bawang. All tenth-grade students consisted of 102 students divided into four classes: X1 (18 students), X2 (20 students), X3 (32 students), and X4 (32 students).

2. Sample

The research sample included two classes: an experimental class, namely class X-4, and a control class, namely class X-3. The experimental class consisted of 32 students, while the control class consisted of 32 students.

3. Sampling Technique

The sampling technique employed in this study was simple random sampling. Simple random sampling was a probability sampling method where every member of the population had an equal chance of being selected for the sample. In this study, the researcher had access to the list of all tenth-grade students. To select the sample, each of the two existing classes (X 3 and X 4) was considered a cluster. One of these classes was then randomly chosen to be the experimental group, and the other was assigned as the control group. This method ensured that each class had an equal opportunity to be selected

³ *Ibid.*, 18

as either the experimental or the control group, minimizing potential bias in the selection process.

C. The Operational Definition of Variable

In quantitative studies, operational definitions specify the measurement methods for variables, enabling research that might not be feasible otherwise. Variables are categorized into two types:

1. Independent Variable

Independent variables are the primary factors chosen, altered, and assessed by the researchers. In this particular research, the independent variable is identified as the Inquiry Chart (I-Chart) Strategy (X), which is a technique designed to enhance reading comprehension.

There are several indicators students can master the objectives of this strategy, including:

- a. Students can set goals and make plans while reading the text.
- b. Students can monitor the text being read.
- c. Students can create problem-solving when they find them in the text.
- d. Students can evaluate what the problem in the text.

2. Dependent Variable

In this research, the dependent variable is the main variable being observed or measured to see if it changes due to the influence of an independent variable.⁴ For this particular study, the dependent variable is

⁴ *Ibid.*, 23

reading comprehension. This entails the students' ability to understand and identify key components of text, such as the main idea, theme, and so on. To assess the students' reading comprehension skills, the researcher conducted a test that evaluated the students' ability to explain the texts.

Table 4
The Measurement of Reading Comprehension⁵

No	Score	Grade	Category	Description Criteria
1	77–100	A	Good	The response demonstrates a strong understanding of the main idea, supporting details, vocabulary, inferences, and references. Information is accurate and clearly presented. All elements are well connected and supported with appropriate evidence from the text. The reader immerses deeply in the content, shows confidence and commitment, and is always ready to revisit or discuss the material.
2	54–76	B	Fair	The response shows limited understanding of the reading components. The main idea and details are not clearly identified. Vocabulary may be misunderstood, and inferences are weak or missing. Reader demonstrates effort but with evident confusion and inaccuracies. Participation is evident but lacks clarity and depth.
3	30–53	C	Bad	The response does not fully address the task. There are few or inaccurate details, vocabulary is poorly understood, and inferences are absent or incorrect. The reader shows minimal ability to connect ideas or understand the main message. Engagement is low and comprehension is lacking.

⁵ AAC&U. (2010). *Reading VALUE Rubric*. Association of American Colleges & Universities.

The indicators for the dependent variable (Y) are:

- a. Students can find the main idea
- b. Students can find more information (specific information)
- c. Students can find information either explicitly (reference) or implicitly (inference)
- d. Students can find interpretable words, phrases, or sentences in the text.

D. Data Collection Technique

The writer applied specific methods to gather precise data at SMA Negeri 1 Penawartama Tulang Bawang. In data collection process, the writer employed the following technique:

1. Test

As described by Donald Ary, a test involves presenting a set of stimuli to an individual to prompt a response, which is then quantified with a numerical score.⁶ This approach is used to assess a person's skills or knowledge in a specific area.

- a. Pre-test

⁶ DonalAry, et al., Introduction to Research in Education, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, P. 67

The pre-test given during the initial meeting before any intervention to assess the students' baseline competencies before starting the action research.

b. Post-test

The post-test administered in the final meeting following the intervention to evaluate if the intervention had an impact on the students' classroom performance.

Thus, the writer utilized these tests to collect data on the students' reading comprehension skills. The reading comprehension test, which included essay questions, was given to the tenth-grade students at SMA Negeri 1 Penawartama Tulang Bawang.

2. Documentation

The researcher used documentation provided by a competent English teacher to collect data and obtain detailed information about the students' English reading comprehension results among the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang.

E. Research Instrument

The research instruments in this study are the tests, that will be explained as follow:

1. Instrument Blueprint

The research instruments used in this study were:

- a. The instruments used to measure the reading comprehension of individual or group students are tests. The test type is an essay test consisting of ten questions.
- b. The instruments used for documentation method are: documents regarding the school's history, condition, quantity of students, and sketch location of SMA Negeri 1 Penawartama Tulang Bawang.

The instrument for this study was designed and adapted to the indicators which has specified. In addition, this study used an essay question consisting of 30 questions. High values ranged from 80-100 and low values ranged from 30-55.

Table 5
Instrument Blueprint Pre-test

No	Indicator	Types of Test (Pre – Test)	Number of Test	Total
1	Identifying Main Idea	Multiple Choice	1, 3, 15	20
2	Identifying information details		2, 4, 12	
3	Making Inferences		6, 10, 19	
4	Understanding Vocabulary		9, 11, 14	
5	Determining Reference		7, 8, 18	
	Others (general comprehension)		5, 13, 16, 17, 20	

Table 6
Instrument Blueprint Post-test

No	Indicator	Types of Test (Pre – Test)	Number of Test	Total
1	Identifying Main Idea	Multiple Choice	1, 3, 11	20
2	Identifying information details		2, 4, 15	
3	Making Inferences		6, 10, 13	
4	Understanding Vocabulary		9, 14, 19	
5	Determining Reference		7, 8, 18	
	Others (general comprehension)		5, 12, 16, 17, 20	

2. Instrument Calibration

This study is an essay-based test. A reading comprehension test consisting of five elements for understanding texts. Additionally, several questions were tested to measure the Inquiry Chart (I-Chart) Strategy used by the researcher. The writer utilized the instrument by conducting both a pre-test and a post-test. Pre-tests aims of establishing scores prior to the application of the treatment, aimed at assessing a student's understanding of reading material. Following the treatment, the post-test scores were calculated to evaluate any notable changes in performance. An objective test was employed by the researcher for this assessment.

F. Data Analysis Technique

To investigate whether there is a positive and significant influence of Inquiry Chart (I-Chart) Strategy on the students' reading comprehension of the tenth grade of SMA Negeri 1 Penawartama Tulang Bawang. The researcher analyzes the data by using Independent sample t-test from SPSS (Statistical Program for Social Science) 25 version. SPSS is the software most often chosen and used to process and analyze quantitative data. SPSS can read various types of data by entering data directly into the SPSS Data Editor.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMA Negeri 1 Penawartama is located in Bogatama Village, Penawartama District, Tulang Bawang Regency, Lampung, Indonesia. Situated in a peaceful rural area, far from the hustle and bustle of major cities, the school offers a calm and conducive environment for academic pursuits.

The school environment is highly supportive of learning, marked by lush greenery and well-maintained surroundings. Cleanliness and orderly spaces contribute to a comfortable and motivating atmosphere for students. As part of its commitment to environmental sustainability, the school implements a greening program aimed at preserving and enhancing the quality of its natural surroundings.

SMA Negeri 1 Penawartama is also active in organizing and participating in a wide range of academic and non-academic competitions at both regional and national levels. These events provide valuable opportunities for students to apply their knowledge and research in competitive and practical contexts.

a. Vision and Mission of SMA Negeri 1 Penawartama Tulang Bawang

1) Vision

To become an excellent school in the implementation of the 7K principles (Cleanliness, Orderliness, Security, Beauty, Kinship, Health, and Faith), with strong discipline, outstanding achievements, environmental awareness, and a deep sense of faith, fostering students to become independent and responsible individuals.

2) Mission

- a) To enhance the professional attitude and competence of the school workforce in order to improve the quality and effectiveness of educational services.
- b) To optimize and develop learning facilities and infrastructure as a strategic effort to support the achievement of the 7K principles (Cleanliness, Orderliness, Security, Beauty, Kinship, Health, and Faith).
- c) To improve the quality of teaching and learning processes, thereby increasing the academic performance and competitiveness of graduates.
- d) To strengthen the quality and management of extracurricular programs to support students' talents and interests holistically.
- e) To cultivate a culture of healthy living and foster a sense of moral responsibility and social awareness within the school community.

- f) To increase active involvement and collaboration among parents, the community, business sectors, and industry in supporting educational development.
- g) To implement and continuously improve the use of information and communication technology (ICT) infrastructure to support innovative and effective learning.

b. Teachers Data SMA Negeri 1 Penawartama Tulang Bawang

Table 7
Recapitulation of teachers in SMA Negeri 1 Penawartama Tulang Bawang

No	Name	Subject
1	Waset, S.Pd	Plt. Kepala Sekolah
	NIP. 19750809 201101 1 001	
2	Dra. Nuryani Laili, M.Pd	Waka Kesiswaan
	NIP. 19650610 200501 2002	
3	Juli Aneta, S.Pd	Kimia dan Kimia (LM)
	NIP. 19740717 200501 2008	
4	Puji Hartati, S.Pd	Bahasa Indonesia
	NIP. 19870313 201001 2 020	
5	Dra. Umi Mugiarti	Sosiologi dan Sosiologi (LM)
	NIP. 19660606 201407 2 001	
6	Eni Farida, S.Pd	Matematika Peminatan
	NIP. 19800613 201407 2001	
7	Siti Rosmiati, S.Pd	Ekonomi dan waka kurikulum
	NIP. 19740415 201411 2003	
8	Yuliamah, S.Pd	Pendidikan agama islam (PAI)
	NIP. 19860616 201402 2001	
9	Yusak Sukarni, S.Pak	Bimbingan Konseling (BK)
	NUPTK. 3147747647200003	
10	Hesti Setiawati, S.Kom	PAK dan seni budaya
	NUPTK. 3438761660300002	
11	Siti Nurhidayah, S.Sos.I	Prakarya dan TIK
	NUPTK. 8742762664300042	
12	Yunita, S.E	Sosiologi
	NUPTK. 6840757659300052	
13	Jamali, S.Pd	Geografi
	NUPTK. 9639759662130142	

14	Rusman Kinasih, S.Hum	Bahasa Indonesia
	NUPTK. 5056757658200003	
15	Taufiq Arbie, S.Pd	Pendidikan Agama Islam (PAI)
	NUPTK. 3556768669130062	
16	Heny Hendarsyah, S.Pd	PJOK
	NUPTK. 2462767668130062	
17	Bagas Qurniawan, S.Pd	Bimbingan Konseling (BK)
	NUPTK. 7351770671130103	
18	Budi Prasetyo, S.Pd	PJOK
	NUPTK. 1257771672130173	
19	Rahmawati, S.Pd	Biologi dan Biologi (LM)
	NUPTK. 4241770671230293	
20	Lidia Elicia Utami, S.Pd	Bahasa Inggris
	NUPTK. 3759773674230122	
21	Ricca Novita Sari, S.Pd	Matematika Wajib
	NUPTK. 1439770671230173	
22	Komang Sri Wahyuni, S.Pd	Pendidikan Agama Hindu
	NUPTK. 0151771672230163	
22	Putri Amaliyah Rosyida, S.Pd	Bahasa Inggris dan PPKN
	NUPTK.	

c. Students Data SMA Negeri 1 Penawartama Tulang Bawang

The quantities the students of SMA Negeri 1 Penawartama Tulang Bawang in the Academic Year of 2024/2025 are 264. The detailed information can be seen in the table below :

Table 8
Recapitulation of students in SMA Negeri 1 Penawartama

No	Number of Class			Total	Presentage
	10	11	12		
1	65	52	44	161	61%
2	37	32	34	103	39%
Total	102	84	78	264	100%

2. Description of Research Data

a. The Student Pre-Test Result

The purpose of pre-test is to know the students' reading comprehension before giving the treatment. The student has given the questions that must be answer individually. The researcher gave the students ten items of essay questions. The result of pre-test can be shown in the following :

1.) Experimental Class

Table 9
The Pre-Test Result of the Students' Reading Comprehension in Experimental Class

No	Name	Score	Criteria
1	AIWP	50	Incomplete
2	AAA	55	Incomplete
3	AN	50	Incomplete
4	AM	65	Incomplete
5	AA	50	Incomplete
6	ALN	60	Incomplete
7	AKN	50	Incomplete
8	AR	55	Incomplete
9	BA	50	Incomplete
10	CC	50	Incomplete
11	CMS	70	Complete
12	DFY	50	Incomplete
13	DATS	40	Incomplete
14	EA	55	Incomplete
15	FS	50	Incomplete
16	FNH	40	Incomplete
17	FA	50	Incomplete
18	HNK	50	Incomplete
19	JA	50	Incomplete
20	KJP	40	Incomplete
21	KSH	60	Incomplete

22	KAM	55	Incomplete
23	LK	40	Incomplete
24	MEA	50	Incomplete
25	MBR	60	Incomplete
26	NPGP	40	Incomplete
27	NLG	40	Incomplete
28	PKA	30	Incomplete
29	RWK	65	Incomplete
30	RMR	40	Incomplete
31	RAH	40	Incomplete
32	WMDVP	70	Complete
Average of Students Grade		50,62	

The table above presents the results of the pre-test assessing the reading comprehension of tenth grade students. The pre-test in the experimental class was taken by 32 students. The highest score obtained was 70, while the lowest score was 30, with an average score of 50.62. Out of the 32 students, 2 students achieved the "Complete" criterion, while 30 students were categorized as "Incomplete."

Table 10
Frequency Distribution of Student's Pre-Test in Experimental Class

NO	INTERVAL	FREQUENSI	PERSENTAGE
1	65 - 71	4 Students	12,5%
2	58 - 64	3 Students	9,38%
3	51 - 57	4 Students	12,5%
4	44 - 50	12 Students	37,5%
5	37 - 43	8 Students	25%
6	30 - 36	1 Students	3,12%
Total		32	100%

Based on the frequency distribution table above, it can be seen that the students' pre-test scores were spread across six intervals. The highest interval (65–71) was achieved by 4 students (12.5%), while the lowest interval (30–36) was obtained by only 1 student (3.12%). The majority of students, 12 students (37.5%), were in the score range of 44–50, followed by 8 students (25%) in the range of 37–43. Meanwhile, 4 students (12.5%) scored between 51–57, and 3 students (9.38%) were in the 58–64 range.

In summary, the distribution shows that most of the students were concentrated in the lower score intervals (37–50), indicating that the overall reading comprehension ability of the students in the experimental class was still low.

2.) Control Class

Table 11
The Pre-Test Result of the Students' Reading Comprehension in Control Class

No	Name	Score	Criteria
1	AR	55	Incomplete
2	AK	60	Incomplete
3	ANM	70	Complete
4	AUS	50	Incomplete
5	AKP	70	Complete
6	AF	55	Incomplete
7	AKPA	80	Complete
8	AUA	30	Incomplete
9	BS	55	Incomplete
10	CPR	50	Incomplete

11	DLD	70	Complete
12	FOR	60	Incomplete
13	GAS	55	Incomplete
14	ITL	70	Complete
15	KVP	80	Incomplete
16	MI	70	Complete
17	MFA	55	Incomplete
18	MA	70	Complete
19	MAF	55	Incomplete
20	NN	50	Incomplete
21	NPS	60	Incomplete
22	NFM	55	Incomplete
23	QMI	70	Complete
24	RP	55	Incomplete
25	R	70	Complete
26	RA	50	Incomplete
27	SM	60	Incomplete
28	VZ	55	Incomplete
29	VC	70	Complete
30	VIF	55	Incomplete
31	VV	70	Complete
32	ZDS	50	Incomplete
Average of Students Grade		ZDS	

The table above presents the results of the pre-test assessing the reading comprehension of tenth-grade students. The pre-test in the control class was taken by 32 students. The highest score obtained was 80, while the lowest score was 30, with an average score of 60.31. Out of the 32 students, 10 students achieved the “*Complete*” criterion, while 22 students were categorized as “*Incomplete*.” This result shows that although a small proportion of students reached the complete level, the

majority still had difficulties in reading comprehension, as reflected in the higher number of students who were incomplete.

Table 12
Frequency Distribution of Student's Pre-Test in Control Class

No	Interval	Frekuensi	Persentase
1	75 - 100	2 Students	6,25%
2	66 - 74	10 Students	31,25%
3	57 - 65	4 Students	12,5%
4	48 - 56	14 Students	43,76%
5	39 - 47	1 Students	3,12%
6	30 - 38	1 Students	3,12%
Total		32	100%

Based on the frequency distribution table above, the students' pre-test scores in the control class were spread across six intervals. The highest interval (75–83) was achieved by 2 students (6.25%), and 10 students (31.25%) were in the 66–74 range. Meanwhile, 4 students (12.5%) scored between 57–65, and the majority of students, 14 students (43.76%), were in the 48–56 range. Only 2 students (6.24%) scored in the lowest intervals of 30–38 and 39–47.

In summary, a total of 12 students (37.5%) reached scores above the minimum mastery criteria (≥ 66), while the remaining 20 students (62.5%) were still below the mastery level. This indicates that the reading comprehension achievement of the control class in the pre-test was relatively higher compared to the experimental class, but the majority of students still had difficulties in achieving the expected mastery standard.

b. The Student Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to experimental class in certain period of time. The test was the same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows :

1.) Experimental Class

After analyzing weaknesses and reading comprehension students, researcher carried out treatment to help students understand their reading comprehension. Researcher help students in understanding reading comprehension by using metacognitive strategy. After students have been given treatment, the researcher gave a post-test which was carried out to determine students reading skill. Post-test results can be identified as follows :

Table 13
The Post-Test Result of the Students' Reading Comprehension in Experimental Class

No	Name	Score	Criteria
1	AIWP	60	Incomplete
2	AAA	65	Incomplete
3	AN	50	Incomplete
4	AM	60	Incomplete
5	AA	50	Incomplete
6	ALN	65	Incomplete
7	AKN	50	Incomplete

8	AR	70	Complete
9	BA	50	Incomplete
10	CC	65	Incomplete
11	CMS	60	Complete
12	DFY	80	Complete
13	DATS	65	Incomplete
14	EA	70	Complete
15	FS	50	Incomplete
16	FNH	80	Complete
17	FA	70	Complete
18	HNK	80	Complete
19	JA	65	Incomplete
20	KJP	60	Incomplete
21	KSH	70	Complete
22	KAM	65	Incomplete
23	LK	70	Complete
24	MEA	50	Incomplete
25	MBR	70	Complete
26	NPGP	80	Complete
27	NLG	60	Incomplete
28	PKA	80	Complete
29	RWK	60	Incomplete
30	RMR	70	Complete
31	RAH	80	Complete
32	WMDVP	70	Complete
Average of Students Grade		65,31	

The table above presents the results of the post-test assessing the reading comprehension of tenth-grade students. The post-test in the experimental class was taken by 32 students. The highest score obtained was 80, while the lowest score was 50, with an average score of 65.31. Out of the 32 students, 14 students achieved the “*Complete*” criterion, while 18 students were categorized as “*Incomplete.*” This indicates that

compared to the pre-test result, the number of students who achieved the mastery criterion increased, showing improvement in the students' reading comprehension after the treatment.

Table 14
Frequency Distribution of Student's Post-Test in Experimental Class

No	Interval	Frequensi	Percentage
1	75 - 100	6 Students	18,75%
2	70 - 74	8 Students	25%
3	65 - 69	6 Students	18,75%
4	60 - 64	6 Students	18,75%
5	55 - 59	0 Students	0%
6	50 - 54	6 Students	18,75%
Total		32	100%

Based on the frequency distribution table above, the students' post-test scores in the experimental class were spread across six intervals. The highest interval (75–80) was obtained by 6 students (18.75%), while 8 students (25%) scored in the 70–74 range. Thus, a total of 14 students (43.75%) reached scores equal to or higher than the minimum mastery criterion (70). Meanwhile, 6 students (18.75%) scored between 65–69, another 6 students (18.75%) were in the 60–64 range, and 6 students (18.75%) were in the lowest interval of 50–54. No students fell into the 55–59 interval.

In summary, the data indicate that nearly half of the students in the experimental class successfully met the mastery criterion in the post-test. This shows a significant influence in students' reading comprehension

compared to the pre-test results, where only a small number of students had reached the mastery level.

2.) Control Class

Table 15
The Post-Test Result of the Students' Reading Comprehension in Control Class

No	Name	Score	Criteria
1	AR	50	Incomplete
2	AK	70	Complete
3	ANM	80	Complete
4	AUS	40	Incomplete
5	AKP	65	Incomplete
6	AF	60	Incomplete
7	AKPA	50	Incomplete
8	AUA	50	Incomplete
9	BS	65	Incomplete
10	CPR	50	Incomplete
11	DLD	55	Incomplete
12	FOR	60	Incomplete
13	GAS	65	Incomplete
14	ITL	55	Incomplete
15	KVP	80	Complete
16	MI	60	Incomplete
17	MFA	65	Incomplete
18	MA	50	Incomplete
19	MAF	55	Incomplete
20	NN	60	Incomplete
21	NPS	50	Incomplete
22	NFM	70	Complete
23	QMI	65	Incomplete
24	RP	50	Incomplete
25	R	60	Incomplete
26	RA	40	Incomplete

27	SM	65	Incomplete
28	VZ	60	Incomplete
29	VC	65	Incomplete
30	VIF	60	Incomplete
31	VV	65	Incomplete
32	ZDS	50	Incomplete
Average of Students Grade		58,90	

The table above presents the results of the post-test assessing the reading comprehension of tenth-grade students. The post-test in the control class was taken by 32 students. The highest score obtained was 80, while the lowest score was 40, with an average score of 58.90. Out of the 32 students, 4 students achieved the “*Complete*” criterion, while 28 students were categorized as “*Incomplete*.” This indicates that only a small proportion of students in the control class succeeded in reaching the mastery criterion, while the majority still struggled with reading comprehension.

Table 16
Frequency Distribution of Student’s Post-Test in Control Class

No	Interval	Frequensi	Percentage
1	75 - 100	2 Students	6,25%
2	68 - 74	2 Students	6,25%
3	61 - 67	8 Students	25%
4	54 - 60	10 Students	31,25%
5	47 - 53	8 Students	25%
6	40 - 46	2 Students	6,25%
Total		32	100%

Based on the frequency distribution table above, the students’ post-test scores in the control class were spread across six intervals. The

highest interval (75–81) was achieved by 2 students (6.25%), and 2 students (6.25%) were in the 68–74 range. Thus, a total of 4 students (12.5%) reached scores equal to or higher than the minimum mastery criterion (70). Meanwhile, 8 students (25%) scored between 61–67, 10 students (31.25%) were in the 54–60 range, another 8 students (25%) in the 47–53 range, and 2 students (6.25%) were in the lowest interval of 40–46.

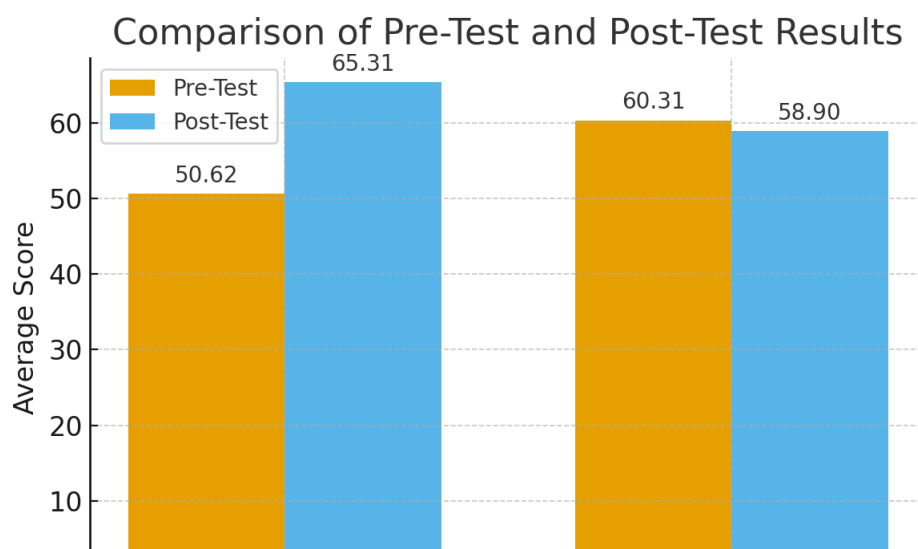
In summary, only a small number of students in the control class were able to achieve the mastery level, while the majority were still concentrated in the middle and lower score ranges. This shows that the overall reading comprehension achievement in the control class post-test remained relatively low when compared to the experimental class, where more students succeeded in reaching the mastery criterion.

Table 17
The Differences Between Pre-Test and Post-Test Result

No	Student	Experimental		Student	Control	
		Pre-Test	Post-Test		Pre-Test	Post-Test
1	AIWP	50	50	AR	55	50
2	AAA	55	65	AK	60	70
3	AN	50	50	ANM	70	80
4	AM	65	60	AUS	50	40
5	AA	50	50	AKP	70	65
6	ALN	60	65	AF	55	60
7	AKN	50	50	AKPA	80	50
8	AR	55	70	AUA	30	50
9	BA	50	50	BS	55	65
10	CC	50	65	CPR	50	50
11	CMS	70	60	DLD	70	55
12	DFY	50	80	FOR	60	60

13	DATS	40	65	GAS	55	65
14	EA	55	70	ITL	70	55
15	FS	50	50	KVP	80	80
16	FNH	40	80	MI	70	60
17	FA	50	70	MFA	55	65
18	HNK	50	80	MA	70	50
19	JA	50	65	MAF	55	55
20	KJP	40	60	NN	50	60
21	KSH	60	70	NPS	60	50
22	KAM	55	65	NFM	55	70
23	LK	40	70	QMI	70	65
24	MEA	50	50	RP	55	50
25	MBR	60	70	R	70	60
26	NPGP	40	80	RA	50	40
27	NLG	40	60	SM	60	65
28	PKA	30	80	VZ	55	60
29	RWK	65	60	VC	70	65
30	RMR	40	70	VIF	55	60
31	RAH	40	80	VV	70	65
32	WMDVP	70	70	ZDS	50	50
	HS	70	80	HS	80	80
	LS	30	50	LS	30	40
	AVG	50,62	65,31	AVG	60,31	58,90

Based on the table above, can be seen that most of students in control class got score <70 in post-test. Moreover, most of students in experimental class got score >70 in post-test. So, it can be concluded that score post-test on the experimental class was higher than the control class.



Based on the diagram above, it can be seen that the average score of the experimental class in the pre-test was 50.62, which is lower than the control class with an average score of 60.31. However, after the treatment was given, the average score of the experimental class increased significantly to 65.31, showing an influence of 14.69 points. In contrast, the control class showed a different trend. Although the control class started with a higher pre-test score (60.31), their post-test average decreased slightly to 58.90, with a decline of 1.41 points.

This result indicates that the experimental class, which received specific treatment or intervention, experienced a stronger positive influence on students' reading comprehension compared to the control class that did not receive the same treatment. Furthermore, it can be concluded that most of the students in the experimental class achieved scores above the minimum mastery criteria (70) in the post-test, while the majority of students in the control class remained below this criterion. Therefore, the diagram clearly demonstrates that the applied treatment in the experimental class had a significant influence in enhancing students' reading comprehension skills compared to the control class.

3. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using SPSS 25 version in order to prove whether there is any positive and significant influence of inquiry chart in reading comprehension of the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang.

a. Normality and Homogeneity

Table 18
The Result of Normality Test
in Post-test Experimental Class and Post-test Control Class

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	.131	32	.178	.902	32	.007
	Control Class	.139	32	.118	.941	32	.082
a. Lilliefors Significance Correction							

In testing the normality of the data, both the Kolmogorov-Smirnov and Shapiro-Wilk tests were used. For the post-test of the experimental class, the Kolmogorov-Smirnov test showed a significance value of 0.178, and for the control class the significance value was 0.118. Both values are greater than the significance level of 0.05, which indicates that the data in both classes are normally distributed.

Meanwhile, based on the Shapiro-Wilk test, the experimental class obtained a significance value of 0.007, which is less than 0.05, indicating that the data in this class are not normally distributed according to this test. However, the control class obtained a significance value of 0.082, which is greater than 0.05, showing that the data in this class are normally distributed.

Because the two tests (Kolmogorov-Smirnov and Shapiro-Wilk) sometimes give different results, researchers often prioritize the Kolmogorov-Smirnov test when the sample size is more than 30 students, as in this study. Therefore, by considering the Kolmogorov-Smirnov results, it can be concluded that the post-test scores of both the experimental class and the control class are normally distributed.

After done test normality, next is test homogeneity. As for the result it as follows :

Table 19
The Result of Homogeneity Test in
Post-test Experimental Class and Post-test Control Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.044	1	62	.835
	Based on Median	.097	1	62	.756
	Based on Median and with adjusted df	.097	1	61.966	.756
	Based on trimmed mean	.039	1	62	.845

Based on homogeneity test using Levene's the tests obtained significant values which were all more than 0.05 so the data is homogeneity. Experimental normality test results and the control class shows normally

distributed data homogeneity, then to test differences in research data, the researcher using the independent sample t-test.

Table 20
Descriptive Statistic

Descriptives					
	POST TEST		Statistic	Std. Error	
Result	1	Mean		65.31	1.753
		95% Confidence Interval for Mean	Lower Bound	61.74	
			Upper Bound	68.89	
		5% Trimmed Mean		65.35	
		Median		65.00	
		Variance		98.286	
		Std. Deviation		9.914	
		Minimum		50	
		Maximum		80	
		Range		30	
		Interquartile Range		10	
		Skewness		-.092	.414
		Kurtosis		-.810	.809
		2	Mean		58.91
	95% Confidence Interval for Mean		Lower Bound	55.46	
			Upper Bound	62.36	
	5% Trimmed Mean		58.78		
	Median		60.00		
	Variance		91.507		
	Std. Deviation		9.566		
	Minimum		40		
	Maximum		80		
	Range		40		
	Interquartile Range		15		
Skewness			.156	.414	
Kurtosis			.164	.809	

Based on the descriptive statistical results in Table 20, the experimental class obtained a post-test mean score of 65.31, while the control class

obtained a lower mean score of 58.91. This shows that the experimental class achieved a higher average score compared to the control class.

For the experimental class, the scores ranged from 50 to 80, with a median of 65.00 and a standard deviation of 9.91, indicating a moderate spread of students' scores around the mean. The 95% confidence interval for the mean ranged between 61.74 and 68.89, suggesting that the true population mean of the experimental class falls within this interval. The skewness value of -0.092 indicates that the data distribution is nearly symmetrical, while the kurtosis value of -0.810 shows a distribution that is relatively flatter than the normal curve.

On the other hand, in the control class, the scores ranged from 40 to 80, with a median of 60.00 and a standard deviation of 9.57, which also indicates a moderate variation in students' achievement. The 95% confidence interval for the mean was between 55.46 and 62.36, showing that the true mean lies within this range. The skewness value of 0.156 indicates a slight positive skewness, while the kurtosis value of 0.164 suggests the data distribution is close to normal.

Overall, these findings imply that although both classes showed similar variability, the experimental class achieved a higher average score in the post-test compared to the control class. This difference suggests that the treatment given to the experimental class had a positive influence on students' reading comprehension performance.

b. The Result of T-Test

Table 21
The Result of Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.044	.835	2.631	62	.011	6.406	2.435	1.538	11.274
	Equal variances not assumed			2.631	61.921	.011	6.406	2.435	1.538	11.275

The table 20 show result test Independent sample t-test Sig. (2-tailed) of 0.011 with standard value is 0.05. The value of sig. (2-tailed) indicates value was smaller than 0.05, it's mean there are differences in students learning outcomes or post test between experimental class that used a treatment and control class that does not got treatment.

B. Discussion

Before being given treatment, experimental class students received low scores during the pre-test. However, after the treatment is given, students become more active in responding to the material given so that their understanding of reading develops. This can be seen from the pre-test and post-test results of experimental class students. The experimental students' post-test scores were higher than their pre-test scores. That's possible seen from the results of the Independent Sample t- test. Sig. (2-tailed) post-test is $0.011 < 0.05$. It means that there is a positive and significant influence of inquiry chart in reading comprehension of the tenth graders of SMA Negeri 1 Penawartama Tulang Bawang.

The findings of this research are consistent with several previous studies that have examined the effectiveness of the I-Chart strategy in enhancing students' reading comprehension. First, a study conducted by Istiqomah entitled "*The Effect of Inquiry Chart Strategy on Students' Reading Comprehension of Narrative Texts*" found that the Inquiry Chart strategy significantly improved students' comprehension of narrative texts. Using a quasi-experimental method, the study revealed that students who were taught through the I-Chart strategy showed higher reading comprehension performance compared to those who were taught using conventional methods. This supports the current study's finding that the I-Chart strategy positively

impacts students' understanding of texts through active engagement and information organization.³⁶

Similarly, Susanti and Heriansyah, in their research published in *ELT-i: Studies in English Language Teaching, Linguistics, and Literature*, examined the effectiveness of the I-Chart strategy in improving students' reading comprehension of descriptive texts.³⁷ Their study employed a pre-test and post-test control group design and demonstrated that students in the experimental group—who received I-Chart instruction performed significantly better than those in the control group. The significant difference in the post-test scores indicated that the I-Chart strategy effectively enhanced students' ability to understand and analyze descriptive texts. These results further align with the present study, which also focused on descriptive texts and found a significant improvement after the application of the strategy.

Furthermore, a study conducted by Wijayanti and Dewi, published in the *Journal of Language and Literature*, explored the use of the I-Chart strategy to improve university students' reading comprehension of expository texts through action research.³⁸ Their findings showed that the I-Chart strategy helped students organize information more effectively and increased their

³⁶ Istiqomah, R. (2018). The effect of inquiry chart strategy on students' reading comprehension of narrative texts. *Journal of English Education*, 6(2), 123-135.

³⁷ Susanti, V., & Heriansyah, H. (2019). Improving reading comprehension of descriptive texts through inquiry chart strategy. *ELT-i: Studies in English Language Teaching, Linguistics, and Literature*, 7(1), 45-56.

³⁸ Wijayanti, A., & Dewi, S. (2021). Enhancing reading comprehension of expository texts using the inquiry chart strategy in a university context. *Journal of Language and Literature*, 9(3), 187-198.

engagement in the reading process. Students demonstrated a better understanding of expository texts compared to traditional approaches. This reinforces the present study's results that the I-Chart strategy can be effectively adapted to various educational levels and text types, from university-level expository texts to senior high school descriptive texts.

Based on the findings of all these prior studies and the current research, it can be concluded that the I-Chart strategy consistently provides positive effects on students' reading comprehension across different educational levels and text genres narrative, descriptive, and expository. The strategy helps students actively interact with the text, identify key information, and organize their understanding systematically. In this research, the average post-test score for the experimental group was 83.29, while the control group's average score was 78.57. The independent sample t-test revealed a significance value (Sig. 2-tailed) of 0.010, which is lower than 0.05. Thus, there is a statistically significant difference between the experimental and control groups, leading to the rejection of H_0 and the acceptance of H_a . As presented in Table 4.9, both Sig. (2-tailed) values for the experimental and control groups are below the 0.05 threshold of significance, confirming that the I-Chart strategy has a significant and positive influence on students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion, it can be concluded that the use of the Inquiry Chart strategy has a significant influence on students' reading comprehension of the tenth graders at SMA Negeri 1 Penawartama Tulang Bawang. The research findings show that before the treatment, students in the experimental class had low scores in the pre-test, with an average score of 50.62, and most students did not reach the minimum mastery criterion. After the treatment, their post-test average score increased to 65.31, and the number of students who achieved the mastery criterion rose considerably.

In contrast, the control class, which was taught without using the Inquiry Chart strategy, did not show meaningful improvement. Their pre-test average was 60.31, and their post-test average slightly decreased to 58.90.

The independent sample t-test result also supports this conclusion, showing a significance value (Sig. 2-tailed) of $0.011 < 0.05$, which indicates that the difference in reading comprehension between the experimental and control classes was statistically significant. This evidence proves that there is a positive and significant influence of inquiry chart in reading comprehension of the tenth graders of SMA N 1 Penawartama Tulang Bawang.

B. Suggestion

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

By applying inquiry chart strategy, students can become more effective readers and provide positive improvements for them in understanding the text. In addition, students are expected to be more active in the learning process so that they can understand the material in English class.

2. For Further Researchers

The further researchers can conduct research related to the implementation of inquiry chart strategy strategy with the same skills but different texts.

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APPENDIXES



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Telepon (0725) 41507; Faksimili (0725) 47236; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 3121/In.28.1/J/TL.00/08/2025
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : JAINATU AINI ZAHROH
NPM : 2001050016
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENS READING COMPREHENSION AT THE TENTH GRADERS OF SMA N 1 PENAWARTAMA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



06/08/25, 17:31

SURAT TUGAS



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Telepon (0725) 41507, Faksimil (0725) 4729; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3127/An 23/D 1/TL.01.08/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : JAINATU AINI ZAHROH
NPM : 2001050016
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA N 1 PENAWARTAMA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENS READING COMPREHENSION AT THE TENTH GRADERS OF SMA N 1 PENAWARTAMA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Agustus 2025

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007

Mengetahui,
Plt. Kepala Sekolah

WASET, S.Pd.
NIP. 19750809 201101 1 001



06/08/25, 17:31

IZIN RESEARCH



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3128/In.28/D.1/TL.00/08/2025
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 Kepala Sekolah SMA N 1
 PENAWARTAMA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3127/In.28/D.1/TL.01/08/2025, tanggal 04 Agustus 2025 atas nama saudara:

Nama : JAINATU AINI ZAHROH
 NPM : 2001050016
 Semester : 11 (Sebelas)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala Sekolah SMA N 1 PENAWARTAMA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 PENAWARTAMA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENS READING COMPREHENSION AT THE TENTH GRADERS OF SMA N 1 PENAWARTAMA".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Agustus 2025
 Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
 NIP 19880823 201503 1 007



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PENAWARTAMA
NPSN : 10809292 TERAKREDITASI : B
Alamat : Jl. Lintas Rawajitu Kamp. Bogatama Kec. Penawartama Kab. Tulang Bawang
Email : sman1.penawartama@gmail.com / sman1.penawartama@yahoo.co.id



SURAT KETERANGAN

Nomor : 800/4335/V.01/DP.18A/2025

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Metro
Nomor : B-3128/In.28/D.1/TL.00/08/2025 Tentang : *Izin Reaserch* di SMAN 1
Penawartama Kabupaten Tulang Bawang dengan ini memberikan izin kepada :

Nama	: JAINATU AINI ZAHROH
NPM	: 2001050016
Semester	: 11 (Sepuluh)
Fakultas	: Tadris Bahasa Inggris

Dengan ini Plt. Kepala SMAN 1 Penawartama Kabupaten Tulang Bawang Provinsi Lampung memberikan izin untuk melaksanakan Reaserch/Survey di SMAN 1 Penawartama dalam Rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INQUIRY CHART STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADERS OF SMA NEGERI 1 PENAWAR TAMA", dan akan dibimbing oleh Guru Bahasa Inggris SMAN 1 Penawartama Sesuai dengan Program Studi yang bersangkutan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Penawartama, 20 Agustus 2025
Kepala Sekolah

RIZKI ET, S.Pd
NIP. 19750809 201101 1 001





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NPP: 1807082F0000001**

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47298;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

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Nomor : P-811/Un.38/S.U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : JAINATU AINI ZAHROH
NPM : 2001050016
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2001050016.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metrouniv, 11 Desember 2025
Kepala Perpustakaan,

Arik Guntur, S.I.Pust.
NIP. 19620428 201903 1 009



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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

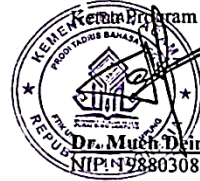
Nama : Jainatu Aini Zahroh
NPM : 2001050016
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 1 Desember 2025

Ketua Program Studi TBI



Dr. Much Diniatur, M.Pd.B.I.
NIP. 198803082015031006



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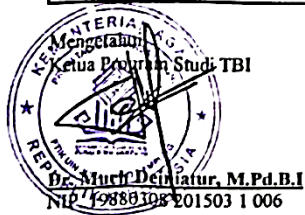
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jainatu Aini Zahroh
NPM : 2001050016

Program Studi : TBI
Semester : X

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rain 14/Nov 17.	Waktu, fin? soal.	
	Kamis 17/Nov 7.	<ul style="list-style-type: none"> - Kriteria judul soal yg ditanyakan - Besaran cek ke soal antara pre-test & post test. - Judul buku soal antara pre-test & post test harus sesuai. - Kriteria APD 	
	Rain 29/Nov 7	<ul style="list-style-type: none"> - Bala pada jurnal Getha - Spm - Kriteria APD. 	



Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702

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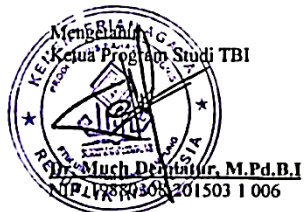
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Nama : Jainatu Aini Zahroh
 NPM : 2001050016

Program Studi : TBI
 Semester : X

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu Selasa 22/08 17	Ace APD.	



Dosen Pembimbing

Eka Yuniasih, M.Pd.
 NIDN. 0210078702



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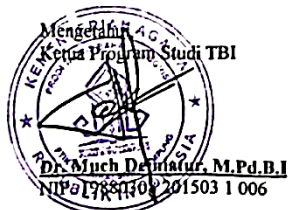
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jainatu Aini Zahroh
NPM : 2001050016

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu/3 2015	- Beri penjelasan yg jelas pada Ceklap tabel yg anda buat. - Buatlah diagram untuk mendes- kripsikan hasil analisis data anda.	<i>Zaid</i>
	Kamis/4 2015	- Perhatikan kesesuaiannya, - Cekat persamaan penulisan strip. - tinjau kembali penulisan Foot note, - pahami metode penelitian yg anda gunakan	
	Senin/9 2015.	Revisi Chapter III, IV, V	<i>Zaid</i>



Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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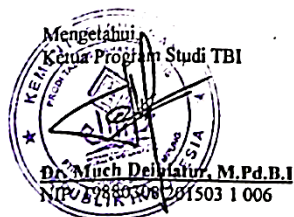
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Nama : Jainatu Aini Zahroh
 NPM : 2001050016

Program Studi : TBI
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan P3 Mayor Demeantara Kampus 15 A Inggil Jaya Metro Timur Kota Metro Lampung 34111


Telpon (0725) 815077, Faksimili (0725) 87724, Website: www.taibiyah.iaimetro.ac.id, email: taibiyah@iaimetro.ac.id

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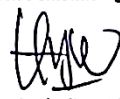
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 NPM : 2001050016

Program Studi : TBI
 Semester : X

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Mengetahui
 Ketua Program Studi TBI

 Dr. Much Deputar, M.Pd.B.I
 NIP. 198803042015031006

Dosen Pembimbing


 Eka Yuniasih, M.Pd.
 NIDN. 0210078702

AN UNDERGRADUATE THESIS
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CURRICULUM VITAE



Jainatu Aini Zahroh was born in Rawajitu Selatan, Tulang Bawang Regency, on April 16, 2003. She is the first child of Mr. Eko Ariwibowo and Mrs. Masri Nurnaini. She grew up in a warm and supportive family environment alongside her younger brother, Muhamad Ikhwanu Musyafa. As the eldest child, she has carried a strong sense of responsibility, which has shaped her character, discipline, and dedication to her education from an early age.

She began her formal education at SD Negeri 1 Hargorejo and completed her studies there in 2014. She then continued her education at SMP Negeri 2 Bumi Ratu and graduated in 2017. During her junior high school years, she actively participated in various academic and extracurricular activities that helped develop her confidence and broaden her interests.

In 2020, she completed her senior high school education at MA Miftahul Huda, Lampung Timur. Her experiences during senior high school strengthened her interest in language learning and motivated her to pursue further studies in the field of English education.

Later in 2020, she continued her academic journey by enrolling at UIN Raden Intan Lampung (formerly UIN Jurai Siwo Lampung), majoring in English Education. Throughout her years at the university, she has gained valuable knowledge in linguistics, English teaching methodologies, and various aspects of language learning. She has also taken part in academic and organizational activities that contributed to her personal and professional development.

Her university experience has played a significant role in shaping her goals and aspirations as a future English educator. She hopes that the knowledge, skills, and experiences she has gained during her studies will become a strong foundation for her career and allow her to contribute meaningfully to the advancement of education in her community.