

AN UNDERGRADUATE THESIS

**A STUDY OF INQUIRY-BASED LEARNING METHOD
ON TEACHING READING ABILITY OF THE EIGHTH GRADERS
OF SMP TMI ROUDLATUL QUR'AN METRO**

By :

**ISNA KAEVIATUL MAISAH
STUDENT NO : 1601070097**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

**A STUDY OF INQUIRY-BASED LEARNING METHOD
ON TEACHING READING ABILITY OF THE EIGHTH GRADERS
OF SMP TMI ROUDLATUL QUR'AN METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:

**ISNA KAEVIATUL MAISAH
Student Number: 1601070097**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**Sponsor : Dr. Umi Yawisah, M.Hum.
Co-Sponsor : Ahmad Subhan Roza, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: ainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : A STUDY OF INQUIRY-BASED LEARNING METHOD ON
TEACHING READING ABILITY OF THE EIGHTH GRADERS AT
SMP TMI ROUDLATUL QUR'AN METRO

Name : Isna Kaeviatul Maisah

Students Number : 1601070097

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies
(IAIN) of Metro.

sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, February 2021
Co-sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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Tel. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah of Isna Kaeviatul Maisah**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Isna Kaeviatul Maisah
Students Number : 1601070097
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : A STUDY OF INQUIRY-BASED LEARNING METHOD ON
TEACHING READING ABILITY OF THE EIGHTH GRADERS AT
SMP TMI ROUDLATUL QUR'AN METRO

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

Wassalmu'alaikumWr.Wb

sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, February 2021
Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Number :
Appendix :
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The Honorable, the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

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

Name : Isna Kaeviatul Maisah
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sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, February 2021
Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: ainmetro@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: "A STUDY OF INQUIRY-BASED LEARNING METHOD ON TEACHING READING ABILITY OF THE EIGHTH GRADERS OF SMP TMI ROUDLATUL QUR'AN METRO", Written by: ISNA KAEVIATUL MAISAH, Student Number 1601070097, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, April 15th 2021 at 10.00 -11.30 a.m.

BOARD OF EXAMINERS

Chairperson	: Dr. Umi Yawisah, M.Hum.)
Examiner I	: Dr. Mahrus As'ad, M.Ag.)
Examiner II	: Ahmad Subhan Roza, M.Pd.)
Secretary	: Yeasy Agustina, M.Pd.)



(Handwritten signatures of the board members)

The Dean of Tarbiyah and Teacher Training Faculty



Dr. Hj. Akla, M.Pd.

NIP. 19491008 200003 2 005

**A STUDY OF INQUIRY-BASED LEARNING METHOD
ON TEACHING READING ABILITY OF THE EIGHTH GRADERS
OF SMP TMI ROUDLATUL QUR'AN METRO**

ABSTRACT

**BY
ISNA KAEVIATUL MAISAH**

The objective of this study were to investigate and to find out the implementation of inquiry-based learning method on teaching reading ability of eighth graders of SMP TMI Roudlatul Qur'an Metro. Therefore, the researcher formulated problem statements: How is the implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro? And What the effect of the implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro?

This research method is a qualitative research. The researcher used inquiry-based learning method on teaching reading ability. The subject in this research were 10 students. The data of this research were collected by the students document and interview.

The findings show that the teacher used inquiry-based learning method. The subject is level of Junior High School and used the curriculum 2013, so the teacher does not need to give them guide in teaching process. The students' reading ability were low but the students pay attention on teaching learning class, and the effect of the implementation of inquiry-based learning method is so good. Because, the student can explore the material by the own thinking.

Key Word: Inquiry-Based Learning Method, Reading Ability, Qualitative Research.

STUDI TENTANG METODE *INQUIRY-BASED LEARNING*
PADA PENGAJARAN KEMAMPUAN MEMBACA
DI KELAS DELAPAN SMP TMI ROUDLATUL QUR'AN METRO

ABSTRAK

OLEH

ISNA KAEVIATUL MAISAH

Tujuan penelitian ini adalah untuk menyelidiki implementasi dan mengetahui pengaruh implementasi metode *inquiry-based learning* pada pengajaran kemampuan membaca di kelas delapan SMP TMI Roudlatul Qur'an Metro. Oleh karena itu peneliti merumuskan pertanyaan masalah: bagaimana implementasi dari penggunaan metode *inquiry-based learning* pada pengajaran kemampuan membaca di kelas delapan SMP TMI Roudlatul Qur'an Metro? Dan apa pengaruh implementasi dari penggunaan metode *inquiry-based learning* pada pengajaran kemampuan membaca di kelas delapan SMP TMI Roudlatul Qur'an Metro?

Penelitian ini merupakan penelitian kualitatif. Peneliti menggunakan metode *inquiry-based learning* pada pengajaran kemampuan membaca. Subjek dari penelitian ini adalah 10 siswa. . Data penelitian ini didapatkan dari hasil dokumentasi siswa dan wawancara.

Hasil penelitian menunjukkan bahwa guru menggunakan metode pembelajaran berbasis inkuiri. Mata pelajarannya adalah jenjang Sekolah Menengah Pertama dan menggunakan kurikulum 2013, sehingga guru tidak perlu memberikan bimbingan yang gamblang dalam proses mengajar. Kemampuan membaca siswa rendah tetapi siswa memperhatikan pelajaran didalam kelas, dan pengaruh penerapan metode pembelajaran berbasis inkuiri sangat baik. Sebab, siswa dapat menggali materi dengan cara berfikir mereka sendiri.

Kata kunci: metode inquiry-based learning, kemampuan membaca, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : ISNA KAEVIATUL MAISAH
NPM : 1601070097
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

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

Metro, April 2021

Researcher,



A KAEVIATUL MAISAH
NPM.1601070097

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : ISNA KAEVIATUL MAISAH

NPM : 1601070097

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, April 2021

Penulis.



ISNA KAEVIATUL MAISAH
NPM. 1601070097

MOTTO

العِلْمُ بِلَا عَمَلٍ كَالشَّجَرِ بِلَا ثَمَرٍ

Knowledge that is not practiced is like a fruitless tree.

(Ibarah; Abdullah bin Mu'taz)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah who always give His full Rohmah and blessing.
2. My beloved parents H. Mansur (alm) and Hj. Siti Munawiroh who always pray and support in their endless loved.
3. My Sponsor and Co-sponsor, Dr. Umi Yawisah, M.Hum. and Mr. Ahmad SubhanRoza, M.Pd thanks for guiding me.
4. My beloved husband Alif Nurfadlillah who always being my support and love me.
5. My beloved sisters and brothers who always pray for me.
6. My beloved friends member of CBL, my friends in PPRQ, and all of my friends who always give me support, care to me and miss me.
7. My Almamater IAIN Metro the place where I got much knowledge and good experience.

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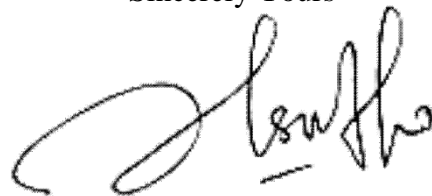
Glory be to Allah subhanahu wa ta'ala, the most gracious merciful, who always gives all what we need. Allah has given His gift to me so that I could finish my research proposal. Entitled A Study Of Inquiry Based Learning Method On Teaching Reading Ability of the Eighth Graders of SMP TMI Roudlatul Qur`An Metro

In this regard, I would like to thank my parent for their support. My deepest thanks are addressed to my two supervisors. Dr. Umi Yawisah, M. Hum and Ahmad Subhan Roza, M. Pd for their spending time to support and guide me to finish this proposal. I also would like to express my gratefulthanks to the honorable lecturers of English Education Department who help me, and all the students of English Education Department. They have become a my good partners in studying English and friends whatever the situation is, they always supported and prayed for me.

I do apologizes for all the mistakes that might found in this proposal document. I hope that this work can give a contribution to the readers and to the related knowledge.

Metro, April 2021

Sincerely Yours



ISNA KAEVIATUL MAISAH
1601070097

ABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
STATEMENT OF RESEARCH ORIGINALITY	v
ORISINALITAS PENELITIAN	vi
MOTTO	vii
DEDICATION PAGE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x

CHAPTER I INTRODUCTION

A. Background Of Study.....	1
B. Problem Identification	4
C. Problem Limitation.....	4
D. Research Question	4
E. Objective and Benefit of The Study	4
F. Prior Research	5

CHAPTER II THEORETICAL REVIEW

A. The Concept of Reading Ability.....	7
1. The Definition of Reading Ability	7
2. The Kinds of Reading Abilities	9
3. The Problems of Teaching Reading Ability.....	13
B. The Concept of Inquiry-Based Learning Method	16
1. The Definition of Inquiry-Based Learning	16
2. The Process of Inquiry-Based Learning	18
3. The Advantages of Inquiry-Based Learning.....	21

CHAPTER III RESEARCH METHODOLOGY

A. Type and Characteristics of Study	23
B. Data Resource	23
C. Data Collecting Technique	24
D. Data Analysis Technique	25

CHAPTER IV RESULT OF RESEARCH AND DISCUSSION

A. Description of The Data	27
1. Research Setting	27
a. History of SMP TMI Roudlatul Qur'an Metro	27

b. The Condition of the Teachers and Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro	28
c. The Quantity Students of SMP TMI Roudlatul Qur'an Metro .	29
d. The Facilities and The Location of SMP TMI Roudlatul Qur'an Metro	30
2. Research Data	31
a. The Implementation of Inquiry-Based Learning Method on Teaching Reading Ability of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro	31
b. The Effect of Inquiry-Based Learning Method on Teaching Reading Ability of The Eighth Graders of SMP TMI Roudlatul Qur'an Metro	40
B. Discussion	49
 CHAPTER V CONCLUSION AND SUGGESTION	
A. CONCLUSION	52
B. SUGGESTION	53
 BIBLIOGRAPHY	 54
APPENDIXES	56
CURRICULUM VITAE	69

LIST OF TABLE

Table 4.1 The Quantity students of SMP TMI Roudlatul Qur'an Metro

LIST OF APPENDIXES

Research data consist of:

1. Interview Guidance
2. The Data of Teachers and Thesis Educational Background
3. Documentation

CHAPTER I

INTRODUCTION

A. Background of the study

In English teaching learning, students should master four language skills. The language skills are listening, speaking, reading and writing. As a language skill, reading has significant role that influence the other language skills and components. In addition, the success of learning any subject matters depends on the competence of reading comprehension since it functions as a major tool for finding and understanding information.

Reading is one of the language skills that must be mastered by English learners. It is a set of skills that involves making sense and deriving meaning from the printed word. In reading, learners are actively responsible for making sense and catch the idea of the texts. Reading is probably the most important skill for second language learners in academic contexts.

Furthermore, reading plays important role in academic learning. Academically, many students' activities are related to the reading process. Reading is an extremely complex and multifaceted process. Moreover, student's success or failure depends on the ability to read.

Reading helps in mental development and known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration

and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations.

Moreover, stimulating and getting students to read English texts are included an important part of the teacher of English role because of many reasons. First, many students want and need to be able to read English texts for present study, for further study, for future career or simply for pleasure. Second, the more students read, the better readers they become. Furthermore, the better readers usually gain more and enlarge vocabulary from their reading activities more familiar with the grammar of the language they are reading, which is useful for language acquisition. Third, reading texts help students to think in English and it is also a good way to find out about new ideas, facts, and experiences.

In addition, reading is about looking for information of the text. Many problem that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading strategy, eyes work, motivation, and reading interest. Beside, teaching English, especially on teaching reading is not easy, because it requires creativity and motivation to the students in order to create a good situation and condition when teaching and learning process.

As well as the students who love English will be easy to learn English reading that they will be easy to express their ideas. It is almost the same with

students who have a good reading ability. It will be easy for them to express their ideas clearly from the text.

Furthermore, the students who have good reading ability will have self-confidence because they believe that they can do anything by using their ability. Self-confidence is the internal factor which is important to give them motivation to learn English. Therefore, the teachers expect that the students can have good reading ability, that they can express their ideas and opinions obviously.

Based explanation above that is why inquiry-based learning is needed to teach them. The students need to be active in inquiry-based learning and to be more interactive with their teacher. It is because in inquiry-based learning there are some activities that are crucial for students on English teaching learning.

In addition, the researcher saw when she was conducting her pre-observation to the students of eighth grades of SMP TMI Roudlatul Qur'an Metro. It found that the students were great at reading the text, but they had difficulties to answer the question from the text. Their vocabulary mastery was not good. So, both their performance and motivation of reading were not satisfied.

In line with the reading problem experienced by the students of the eighth grade of SMP TMI Roudlatul Qur'an Metro above, it is necessary to have an effective effort to improve the reading ability. The researcher will conduct a research title "A study of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro".

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students look bored while studying.
2. The students have difficulties to answer the question according to a text.
3. The students have low vocabulary mastery.

C. Problem Limitation

To prevent misunderstanding and clarify the study, the limitation of study should be made. From the problem identification above, the researcher limits on the problem of the process of implementation on teaching and learning reading ability and the effect of implementation.

D. Research Question

Based on the limitation of the study, the researcher formulate the problem on the study as follows:

1. How is the implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro?
2. What is the effect of the implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro?

E. Objectives and Benefits of the Study

1. Objective of the Study

- a. To investigate the implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro.
- b. To find out the effect of implementation of inquiry-based learning method on teaching reading ability of the eighth graders of SMP TMI Roudlatul Qur'an Metro.

2. Benefit of the Study

a. For the Students

By using Inquiry Based Learning Method, it can be used as a new knowledge to understand the implementation and the effect of it in their reading ability.

b. For the Teacher

The result of the study could be a consideration for the teacher to use Inquiry Based Learning Method as alternative way to be implemented in teaching reading ability.

c. For the Headmaster

The result of this study could be used as an effort to increase the quality of teaching and learning generally in English subject especially in reading ability.

F. Prior Research

There are two prior researches that the researcher took related to this study. The first is Nurtalina, under the title "The Effect Of Using Inquiry-Based

Learning Strategy In The Writing Ability Of The Eighth Grade Students Of SMPN 1 PRAMBANAN KLATEN In The Academic Year Of 2012/2013” the researcher was done on July 2013. Based on the research result, it can be concluded that research focuses on find out whether there is a significant difference in terms of writing ability improvements between grade VIII students of SMP N 1 Prambanan Klaten who are taught inquiry-based learning strategy as a method and those who are not in the academic year 2012/2013

The second is Meisinta Nur Afani with the title “The Implementation Of Inquiry-Based Learning For Teaching English At SMP MUHAMMADIYAH 4 SURAKARTA In 2015/2016 Academic Year.” The researcher was done on April 2016. Based on the result of this action research, the aim to explain the implementation Of Inquiry-Based Learning For Teaching English At SMP MUHAMMADIYAH 4 SURAKARTA In 2015/2016 Academic Year.

Based on researcher above, it is concluded that all of prior researchers have similarity with the research that will conducted by the researcher. The similarity is in the use of Inquiry-based Learning. However, kind of the skill that will be taught is different. The first prior research used in writing ability, the researcher will apply Inquiry-based Learning strategy to improve the students writing ability. The second prior research used in teaching English, the researcher will apply Inquiry-based Learning to explain the implementation of the inquiry-based learning. Meanwhile, the researcher will apply Inquiry-based Learning method on teaching reading ability.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Ability

1. The Definition of Reading Ability

Reading is useful for language acquisition. Provided that students more or less understand what they read. The more they read, the better they get on it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing.¹ In other word, by read besides we get information of the text also can improves our knowledge, spelling and writing.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.² It means that reading is the process to get inferred meaning of the words or phrases that is written.

¹ Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education, 2007), 99.

² Caroline T Linse, *Practical English Language Teaching: YoungLearners* (New York: McGraw-Hill, 2005), 69.

Reading is something many of us take for granted. We read with what appears to be little effort and little planning.³ By the statements of Grabe, it can be said that by reading we can get much knowledge which are contained science and technology, social life, economic, history, etc. Of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

Based on the definition of the expert above, it can be get the conclusion that reading is cognitive activity that comprise process of constricting meaning by the the interaction previous knowledge and experience to get meaningful message from the writer to reader to get information or ideas, fact, and experiences from the text, book, newspaper, magazine, and other.

According to Widgor and Garner define ability as systematic observation of performance of a task.⁴ Whereas ability is inferres from the comparison of one individuals performance to that of other individuals or to an external standard. In other words, ability is seen not as the relative standing alone some cognitive dimension of individual within group or of an individual performance relative to some well defined class of task or even of

³William Grabe, *Reading in Second Language Moving From Theory to Practice* (United States of America:Cambridge University Press, 2009), 4.

⁴David F. Lohman, *Issues in the Definition and Measurement of Abilities*, (USA : The University of Iowa, 1997), p.8

facility if performing certain types of cognitive processes, but rather is joint property of the union of person environment.

The word ability in Oxford Advance Learners' Dictionary means the power or capacity to do or act physically, mentally, legally or financially.⁵ It means that ability is the quality of level skill or intelligent which is own by the people to do something.

From the explanation above, it can be concluded that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose the reading activity itself.

2. The Kinds of Reading Abilities

Pearson and Nicholson categorized reading ability into four categories namely, literal reading ability, interpretation reading ability, critical reading ability, and creative reading ability.⁶

a. Literal Reading Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary,

⁵ A.S hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 2118.

⁶ Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) P.9-14.

direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading.

For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

Throughout the elementary grades and high school, practice in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used:

- 1) Multiple-choice exercises
- 2) True-false statements
- 3) Fact questions based directly on the text
- 4) Completion sentences

So, it can be inferred that literal reading ability included objective techniques used in standardized tests, informal tests, discussions, and assignments give practice in literal comprehension, but they do little or nothing to develop the ability to use the thinking skills in obtaining deeper meanings

b. Interpretative Reading Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it

may be said that interpretation probes for greater depth than literal comprehension.

For example, in a third grade class the students were reading a ship story. Among other things there was a sentence saying, "The captain swung himself up on to the roof of the cabin." The teacher asked "Where did the captain swing himself?" This was a literal ability question. Instead she might have used a question which would have given the children a chance to think. She might have said, "Can you give a reason why he went up on the roof?" or, "The sentence says he swung himself up on the roof."

This is a very simple example. As children progress through the grades and secondary school, text becomes more complex and opportunities for interpretation experiences may increase rapidly, if teachers of all subjects are watching for chances to stimulate their students in the use of their thinking skills. Interpretation involves a cluster of several different kinds of thinking skills, such as:

- 1) Making generalizations
- 2) Reasoning cause and effect
- 3) Anticipating endings
- 4) Making comparisons
- 5) Sensing motives
- 6) Discovering relationships.

It can be concluded that interpretative reading ability these are important skills that the teacher should have in mind in teaching students to read in depth. He should raise the level of understanding far above literal ability, guiding it and directing it into interpretation of deeper meanings.

c. Critical Reading Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal ability and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

Critical thinking and critical reading can be cultivated in very young children. For example, Susan and other first graders were reading a story in their primers about a dog riding downhill in a cart. The accompanying picture showed the dog riding down the steep hill all by himself in the cart. A girl standing at the top of the hill had evidently given the cart a pee. Susan blurted out, "This is foolish. A dog would not sit in a cart and ride downhill like this. He would jump out. My dog won't even sit in a cart and let me pull him around in the yard." Susan was doing critical reading. She was evaluating in terms of personal experience.

d. Creative Reading Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

Since inquiry is the starting point of creative reading, the teacher may ask questions which cause children to go beyond direct implications gathered from the text, at least calling for creative thinking; and she can encourage student, themselves, to ask questions. Once she develops the process of inquiry within student themselves, creative reading is apt to follow, and when it does follow it should be praised highly.

3. The Problems of Teaching Reading Ability

Reading is sometimes defined as the ability to transform printed words into oral responses. Teacher then emphasized accuracy in word identification and oral reading, but tended to neglect the teaching of comprehension. As such it is not surprising that when student's could read aloud accurately, fluently, and with appropriate intonation, teachers assumed

that without further instructions, students could use these 'reading abilities' to 'learn' from texts in any content area.⁷

Reading without understanding is a sign of escalating future failures and perpetuates a compounded inability to make sense of the printed world around us. Reading ability occurs when total meaning of a passage is fitted into the network of information, organized in ways that are meaningful to society.

Understanding the message of the text is not the only use for reading material. However, students should see how texts are constructed; what language is used to give examples or make generalizations; what language devices writers use to refer backwards and forwards. When students understand paragraph and text construction, they have a better chance of understanding text meaning. However, there might be several reasons why there are still some students who are unable to comprehend and participate well in reading comprehension lessons.

The obvious fact that a comprehension passage must be read at some stage of the lesson also leads one to raise a number of questions about classroom activities. For instance, how should the passage be read? Should the students read silently or should the teachers prepare students for silent

⁷ Norlzul Azida Darus & Abdul Rashid Mohamed, *Issues In The Teaching Of English Reading Comprehension A Case Study*, P,64. Retrieved from <https://docplayer.net> at July 16th, 2020.

reading by explaining difficult words? Can students understand all the reading instructions given by teacher? If not, the reading comprehension lesson will not be a successful one and this leads to the problem of students being unable to comprehend well.

Whereas, based on the observation result and interview that had been done with the teacher in SMP TMI Roudlatul Qur'an Metro, the researcher found a few problems concerned. The problems could be identified as follows:

- a. The students look bored while studying, and do not pay attention on the material.
- b. The students have difficulties to answer the question according to a text.
- c. The students have low vocabulary mastery.

So, the use of the right strategy, approach, method and technique is very important to arouse students interest in reading ability. Therefore, teachers should have a well-planned lesson in order to make reading ability a more enjoyable lesson for the students. A good starting point is to motivate learners to discover their wants, needs, and interests, and then to select texts and device activities that are appropriate.

B. The Concept of Inquiry-Based Learning Method

1. The Definition of Inquiry-Based Learning

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand”. Exline explains that the last part of this statement is the essence of inquiry-based learning.⁸ Inquiry implies involvement the leads to understanding.

Inquiry based learning is a strategy to learning that involves a process of exploring the natural or material world, and that leads to asking questions, doing observation and discussing the result of the observation to get the final conclusion. It provides students the opportunity to construct the understanding necessary to produce deeper learning. Inquiry based learning strategy also serves as a stimulus for learning, thinking and questioning.

According to Kardi, inquiry is a learning model that is designed to teach students how to examine issues and questions based on facts.⁹ Inquiry model emphasizes the process of seeking and finding, the role of students in this model is to seek and find their own solutions in a subject matter while the teacher as facilitator and mentor students to learn. In general inquiry is a process that varies and includes the activities of observing, formulating relevant questions, evaluating the book and other sources of information

⁸ Noriah Ismail, *Inquiry-Based Learning: A New Approach to Classroom Learning* (Malaysia: 2006), 13.

⁹ Vera Septi Andriani, *The Effectiveness of Inquiry Learning Method to Enhance Students' Learning Outcome: A Theoretical and Empirical Review*, Journal of Education and Practice. P. 1.

critically, plan investigation or investigation, reviewing what is already known, carry out experiments or experiments by using a tool to obtain data, analyze and interpret the data, and make predictions and communicating the results.

Alberta argues that inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understanding, meaning and knowledge.¹⁰ That knowledge is new to students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.

The definition above states that inquiry-based learning gives the teacher opportunity to help students learn the content and course concept by having them chance to explore a question, develop the informational research a hypothesis. Thus, giving students more opportunity to inflect on their own learning, again a deeper understanding of the course concepts in an integrated fashion, and become better critical thinkers.

Therefore the students must organize their lesson plans according to the charging, interrelating, and communicating of knowledge. A good teacher's worksheet enables the students to increase its study skills by improving different ways of viewing the world, communicating with it, and

¹⁰ Alberta Learning, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*, (Edmonton, AB: Alberta Learning, 2004)

successfully introduction new questions and issues of daily life and finding answers of them. Questioning and finding answers is an extremely important factor of inquiry based learning as it aids you in effectively generating knowledge. In the end, inquiry based learning is basically teaching the students to have greater understanding of the world they work, communicate, learn, and live in.

The goal of inquiry is to help the students to develop the intellectual thinking skills and their skills such as asking the question and finding answers from their curiosity, as expressed by Joice, B, et al. “ the goal of inquiry method is to help the students develop the intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity.”

2. The Process of Inquiry-Based Learning

The inquiry process is iterative, not linear. Students might refine or reject their original research question as they progress through the project and learn more about it.¹¹ Discussion allows students to share the results of their investigation, compare their thoughts with comments from others, and share personal experiences in order to make sense of their ideas. Through reflection, students examine whether or not they have reached an adequate

¹¹ Aktamis H., Higde, E. & Ozden, B., *Effects Of The Inquiry-Based Learning Method On Student`S Achievement, Science Process Skills And Attitudes Towards Science: A Meta-Analysis Science*, (Arabic: 2016), 249.

resolution to their question, what other conclusions could be made, and what questions result from the investigation.

On that process of implementing inquiry-based learning, students should involve open ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving, as well as “problem finding.” For teachers should be responsive to the students learning needs, and most importantly, knowing when and how to introduce students to ideas that will move them forward in their inquiry. Together, teacher and students co-author the learning experience, accepting mutual responsibility for planning, assessment for learning and the advancement of individual as well as class wide understanding of personally meaningful content and ideas.

The learner asks questions these questions lead to the desire for answers to the question (or for solution to a problem) and result the beginning of exploration and hypotheses creation these hypotheses lead to an investigation to test the hypothesis to find answer and solution to the question and / or problem the investigation leads to the creation or construction of new knowledge based on investigating finds the learner discusses and reflects on this newly – acquired knowledge, which, in turn leads to make questions and further investigation.

The essence of inquiry-based learning is that children participate in the planning, development and evaluation of projects and activities. Teachers

can take many approach to crafting an inquiry-based project, but Dr. Cornelia Brunner of the Center for Children and Technology breaks it into four main parts:¹²

a. Posing Real Questions

Ask it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is.

b. Finding Relevant Resources

The learner begins to gather information (investigate) : researching resources, studying, crafting an experiment, observing, or interviewing, to name a few.

c. Interpreting Information

The learner start to write their first draft based on their information from investigation result. The learner now undertakes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience.

d. Reporting Findings

The learner continue to refine their real question and, one hopes, find an answer, although that answer may not be as simple as they

¹² Cornelia Brunner, *Inquiry-Based Learning: An Approach To Educating And Inspiring Kid*, Journal of YouthLearn, Education Development Center, Inc. 5-10.

originally thought. It may even contradict their original hypothesis, but that should not be a discouraging experience if it is handled properly.

3. The Advantages and Disadvantages of Inquiry-Based Learning

According to Brunner the knowledge discovered by the individual himself is the most uniquely personal thing about that individual.¹³ He maintain that “the idea of inquiry is for students to put things together for them selves to be their own discoveries.

a. Some advantages of inquiry method are summarized as follows:

- 1) It makes the students opportunity to think.
- 2) It gives the students opportunity to think carefully about ideas, problems and questions being considered valid by class.
- 3) It creates room for students’ full participation which increases their curiosity both inside and outside classroom work.
- 4) It makes the students to develop the spirit of personal initiative.
- 5) It encourages patience, co-operation, unity and decision making amongst the students.
- 6) It arms the students with the right type of attitudes, values. Skills and knowledge that enable them explore their social environment.

b. Some disadvantages of inquiry method are:

¹³ Dr. Cornelia Brunner, *Inquiry-Based Learning: An Approach To Educating And Inspiring Kid*, journal of YouthLearn, Education Development Center, Inc. P. 1.

- 1) It is time consuming. That is, it may involve several stays or weeks before completion.
- 2) It puts the students on a lot of task. The students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up the stipulated time tagged for handing in of their papers.
- 3) It may be too expensive when it involve trip making to places where the facts are available.
- 4) As much is expected of students, they could be frustrated particularly if they cannot find appropriate dues to solve problems or if they cannot solve them at all.
- 5) If often leads to withdrawal from lessons or schools especially when the task is difficult to solve.
- 6) It is not always possible to use inquiry in all topics or situations especially in large class series or where a large amount or materials is required to be taught in a limited time.

Based on the statement above, Inquiry-based Learning gives positive impact for the students. By using inquiry-based learning, students can help them become more positive and more independent. This is true for all students, including those with special needs who require more individual attention during the process. It also has some benefits for teacher and students.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Study

In this research the researcher will use qualitative research. According to Creswell the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making in interpretation or drawing conclusions about its meaning personally and theoretically.¹⁴

In this research, the researcher considered the phenomenon of affective domain in reading ability. The researcher used purposive sample as the participants. Purposive sample is sampling technique of data source based on certain consideration. This is handed over to researcher and based on research objective.

B. Data Resource

In conducting the research, the researcher use the purposive sampling of the eighth grades of SMP TMI Roudlatul Qur'an. The researcher will be divided the sources into two items were primary and secondary. In this research, the primary source is the students. Moreover, the secondary data is the addition data.

¹⁴ Jhon W. Creswell, *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches (2nd Ed)*, (New Delhi: Sage Publication. 2003), 18.

The secondary source are from the books, journal, article, and other references related to Inquiry-based Learning method.

C. Data Collecting Technique

Creswell said that “in many qualitative studies, inquires collect multiple form of data and spend a considerable time in the natural setting gathering information”.¹⁵ Therefore, the data will be gained through several techniques in triangulation as follows:

1. Observation

Jhon W. Creswell explained that observations, in which the researcher took field notes on the behavior or activities of individuals at the research site. The researcher will observe directly, then notes what the teacher and students do, and act. The researcher will use unstructured observation to know the classroom situation when learning process, how the teacher taught in the class, and facilities that support learning process.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses. To get the students’ understanding about reading ability and how the teacher taught the English subject. The researcher will use structured interviews for the students and interview to the English

¹⁵John W. Creswell, *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed.* (Lincoln: Pearson, 2012) P.184

teacher. The interview consist of 5 questions, most of them asking about the problem of reading ability, how the process of reading ability as usually, and what are the practices that usually their teacher gave. Besides interviewing the students, the researcher will conduct an interview with an English teacher. The interview consists of 5 questions, most of them asking about the problem of the student's reading ability, and what method that the teacher use in teaching and learning process.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The students' hand book used to support the researcher to note the event or information related to students' reading ability and the inquiry-based learning method.

D. Data Analysis Technique

Data analysis techniques were divided into several components. Here are the steps analyzing the data based on the Miles and Huberman model that the researcher would to use:¹⁶

1. Data collection is the step when the researcher gather all data which are used to complete the research.

¹⁶ Miles, M. B. and Huberman, A. M. *Qualitative Data Analysis: an expended Sourcebook* (London: SAGE Publications, 1994) pg.11.

2. The researcher reduced the data to get summarizing and choosing specific things.
3. To display the data, the researcher usually used graphics, figures, or charts. The display should be able describe the content entire the data.
4. The researcher verified the research by making conclusion of the data finding.

In this research, the researcher decided to use a descriptive qualitative to find result. The researcher get the data from eighth grades of SMP TMI Roudlatul Qur'an. After collecting data, the researcher analyzed the data systematically by using the following steps: first, the researcher look the process of teaching and learning at the classroom by using the inquiry-based learning method. Second, the researcher identify the problem and discussed the findings that are related to the objective of the study. Finally, the researcher make general conclusion by relating to the theory and research finding about the implementation and the effect of the inquiry-based learning method.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. DESCRIPTION OF THE DATA

1. Research Setting

a. History of SMP TMI Roudlatul Qur'an Metro

SMP TMI Roudlatul Qur'an is one of Islamic Junior High School in West Metro, Metro City. It is located on Mukti Praja street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlatul Qur'an. Roudlatul Qur'an was established on 2001 and Drs. KH. Ali Qomaruddin MM. Al-hafidz as the leader. SMP TMI was established on 2004 and Mr. M. Iqbal Beny Saputra, M.Pd. as the head master of SMP TMI Roudlatul Qur'an now.

SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 classrooms, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, 2 student toilets, 2 teacher toilets, an OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, 1 officer and the total of the students are 510 students divided into three classes.

b. The Condition of the Teachers and Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro

There are 34 teachers in SMP TMI Roudlatul Qur'an. The Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro all the teachers have passed in S1 and S2. There are 4 teachers passed in Magister or S2, and 30 teachers graduated in S1. Based on the data, the researcher use pie diagram to make it easier. This the data teachers and the thesis educational background in academic year of 2020/2021 are that identified as follows:

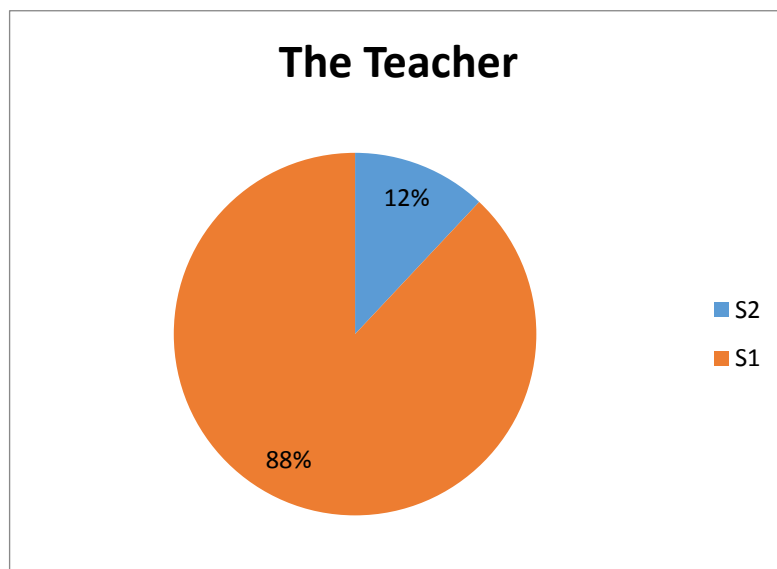


Figure.1 the data teachers and the thesis educational background

- c. The Quantity students of SMP TMI Roudlatul Qur'an in academic years 2020/2021

The quantities of the students of SMP TMI Roudlatul Qur'an Metro in academic year of 2020/2021 are 510 students that can be identified as follows:

Table 4.

The Quantity of the students at SMP TMI Roudlatul Qur'an Metro

No	Class	Amount
1	VII	218
2	VIII	137
3	IX	155
	Total	510

Source: documentation result at SMP TMI Roudlatul Qur'an Metro on November 11th, 2020.

d. The facilities and the location of SMP TMI Roudlatul Qur'an Metro

GATE

	OFFICE

IX A	LAB. COMPUTER
IX B	
IX C	
IX D	VII A
LIBRARY	VII B

LABORATORIUM

SAINS

VIII A	VIII B	VIII C	VIII D
VII C	VII D	VII E	VII F

Source: Documentation in SMP TMI Roudlatul Qur'an Metro

2. Research Data

a. The Implementation of Inquiry-based Learning Method On Teaching Reading Ability of the Eighth Graders of SMP TMI Roudlatul Qur'an Metro

Teaching reading in SMP TMI Roudlatul Qur'an Metro, the teacher more focused on asking and giving attention, asking and giving suggestion, asking and giving permission, invitation, and greeting card. The students also learned about the material's social role and the tenses that it employs. After interviewing the instructor and pupils, the researcher discovered this. The aim of teaching reading is to ensure that students have a comprehensive understanding of the content and methods. Learners should have linguistic knowledge (vocabulary and tenses) as well as relevant context knowledge to achieve this goal.

1) First Observation (November 11, 2020)

The teaching and learning process in SMP TMI Roudlatul Qur'an Metro eighth grade students was satisfactory. In the teaching of English, the instructor used a scientific method with five stages (observing, questioning, experimenting, associating, and communicating). The observing stage offers students a chance to be stimulated by language feedback, which is then built upon in the next stage by presenting material in the form of media, images, or actual objects.

The researcher discovered that the instructor did not demonstrate and illustrate the material by displaying a specific object, a photograph, or other media. She was simply reading from a book and then explaining on the whiteboard. The researcher discovered three stages in the teaching reading process during this observation. They were opening, main activity and closing. In the following segment, the steps of the teaching-reading phase of reading ability at SMP TMI Roudlatul Qur'an Metro were addressed.

a) Opening

The instructor started the class by saying, "Bismillah" and "Assalamu'alaikum, wr. wb." The instructor then asked the students to reflect on the lesson's learning goals. The teacher entered the classroom and led the students in a group prayer. She then greeted the students and inquired about their health, read the students' attendance list, and instructed them to bring their text, dictionary, ink, and note book. The most significant part of this session was that the instructor discussed the content from the previous meeting.

b) Main Activity

➤ Observing

Using the inquiry-based learning process, the teacher attempted to clarify and analyze the text while concentrating on reading. Before beginning to discuss the content, the instructor went over the overall subject that would be covered. The material here was about Come to My Birthday, Please!

To: All my lovely friends

Please, Come to my 13th birthday party! And don't forget to bring your sincere gift or present.

Place: My house

Dress code: Casual dress

Time: 09.00 a.m – 13.00 a.m

Day/Date: Sunday, April 15th 2020

I am waiting for your coming! Come before 09.00 a.m and wear your casual dress.

My sincere greeting

Alvia

Adapted from: www.sekolahbahasainggris.co.id

Accessed on November 12th 2020 at 08.00 A.M.

➤ Questioning

Since she decided to use student voice to help the other students understand the content, the teacher asked some students to interpret the text based on the material. The instructor then asked some material-related questions. When will Alvia's birthday party be held, for example? Where the place of Alvia's birthday party? Who are invited of Alvia's birthday party? And make the other example invitation.

➤ Experimenting

The students were divided into classes by the instructor. Students must investigate and discover the answer to the teacher's question. The teacher must keep an attentive eye on their pupils. The instructor just gave them input, examples, and questions to help them figure out the answer.

➤ Associating

After the students finished reading and answering the query, the teacher asked them one by one to build their own work about the material in the associating stage. Every student must speak up during this session. The aim of this activity was to come to a decision for the next step.

➤ Communicating

Each student is expected to present their work to the class. The other students were diligent and attentive during the presentation. Aside from that, the students were encouraged to speak in English.

c) Closing

The final move was to dismiss the class. The teacher opened the question session to give students an opportunity to explain their interpretation and provide input on the content (Please Come to My Birthday!). The instructor then explained the material for the next meeting, which was I am So Happy for You!

The teacher instructed the students to learn everything they could about English, especially reading. Students can read a variety of books. She hoped that the students would not only read the letter, but also understand it. It's because understanding and comprehending the context of the text was the most critical part of reading capacity.

The teacher concluded the lesson by thanking the students for their attention and saying hamdalah and wassalamu'alaikum wr.wb.

2) Second observation (November 18, 2020)

The teaching and learning process in SMP TMI Roudlatul Qur'an Metro eighth grade students was satisfactory. The teacher has implemented 5 steps in scientific approach (Observing, Questioning, Experimenting, Associating and Networking/Communicating) in teaching English learning process. The observing stage offers students a chance to be stimulated by language feedback, which is then built upon in the next stage by presenting material in the form of media, images, or actual objects.

The researcher discovered that the instructor demonstrates and describes the material by displaying a specific object, a photograph, or other media. She didn't just read from a book and then demonstrate on the whiteboard. She uses pictures to show their students in this class. The researcher discovered three stages in the reading skill teaching method during this observation. They were opening, main activity, and closing. In the following segment, the steps of the teaching-reading phase of reading ability at SMP TMI Roudlatul Qur'an Metro were addressed.

a) Opening

The instructor started the class by saying, "Bismillah" and "Assalamu'alaikum, wr. wb." The instructor then asked the students to reflect on the lesson's learning goals. The teacher

entered the classroom and led the students in a group prayer. She then greeted the students and inquired about their health, read the students' attendance list, and instructed them to bring their text, dictionary, ink, and note book. The most significant part of this session was that the instructor discussed the content from the previous meeting.

b) Main activity

➤ Observing

Using the inquiry-based learning process, the teacher attempted to clarify and analyze the text while concentrating on reading. Before beginning to discuss the content, the instructor went over the overall subject that would be covered. I'm So Happy For You! was the subject of this stuff.

Happy Mother's Day

Dear Mom,

I wish your days be blessed

With smiles, loves, and happiness.

Love you so much.

Your Son.

Adapted from: Buku Ajar Bahasa Inggris “When English Rings A Bell” KEMMENDIKBUD RI 2017.

➤ Questioning

Since she decided to use student voice to help the other students understand the content, the teacher asked some students to interpret the text based on the material. The instructor then asked some material-related questions. What is the point of the moment, for example? Who write the greeting card? And the other question.

➤ Experimenting

The students were divided into classes by the instructor. Students must investigate and discover the answer to the teacher's question. The teacher must keep an attentive eye on their pupils. The instructor just gave them input, examples, and questions to help them figure out the answer.

➤ Associating

In associating stage, after the students finished reading and answering the question, the teacher asked the students one by one to create their own work about the material. In this session, every student must share their

ideas. The goal of this activity was to make a conclusion for present in the next stage.

➤ Communicating

Each student is expected to present their work to the class. The other students paid attention to the presentation and listened intently. Aside from that, the students were encouraged to use English in their conversations.

d) Closing

Closing the class was the final step. The instructor began the question session by giving students the opportunity to clarify their interpretation of the content and provide input on it (I am So Happy for You). The instructor then provided details on the content for the next meeting.

The students were instructed to learn everything they could about English, especially reading. Many books should be read by the students. She hoped that the students would not only read the text but also understand it. Since understanding and comprehending the meaning of the text was the most important part of reading ability.

The instructor ended the class by thanking the students for their attention and saying hamdalah and wassalamu'alaikum wr.wb.

b. The Effect of The Implementation of Inquiry-Based Learning Method on Teaching Reading Ability of the Eighth Grades of SMP TMI Roudlatul Qur'an Metro

The researcher interview to teacher and 10 students from 30 students in the class. These are the result of the interview from the teacher and the students:

1) The interview of teacher

a) Do you use the Inquiry-Based Learning Method on teaching reading ability?

➤ Yes, I use the Inquiry-Based Learning Method on teaching reading ability.

b) How is the implementation of the Inquiry-Based Learning method on teaching reading ability?

➤ I use 5 steps in scientific approach, there are: Observing, Questioning, Experimenting, Associating and Communicating.

c) Any obstacles when using the Inquiry-Based Learning method on teaching reading ability?

➤ Yes.

d) What the obstacles did you encounter when using the Inquiry-Based Learning method in the process of teaching reading ability?

➤ The obstacle is any students can not understand the lesson to need the special notice in the process of teaching reading ability.

e) How the effect of the use the Inquiry-Based Learning method on student's reading ability?

➤ The effect is make the lesson easier, the teacher do not give the material by speech but make the students to think creatively.

2) The interview of the students

Name: Aliftya Riska Nirmala

- a) Have you learned of reading in English lesson?
 - Yes, I have.
- b) What are the methods used in the process learn of reading?
 - The method used discussion so explain the result our discussion.
- c) Do you feel the difficulties in using the method when the learn of reading?
 - Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
 - The difficulty is not conducive because noisy.
- e) What the effect of method to your reading ability?
 - The effect is can challenge my self to be brave for saying my opinion.

Name: Annisa Rahmawati

- a) Have you learned of reading in English lesson?
 - Yes, I have.
- b) What are the methods used in the process learn of reading?
 - The method used discussion and presentation.

- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
- The difficult is can not discussion carefully.
- e) What the effect of method to your reading ability?
- The effect to me is the method can make me confident.

Name: Dina Indriana

- a) Have you learned of reading in English lesson?
- Yes, I have.
- b) What are the methods used in the process learn of reading?
- Sometimes the teacher ask us to read the material before the teacher explain it.
- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
- Sometimes we difficult to understand the material by our self.

- e) What the effect of method to your reading ability?
- The effect is so good, we can think carefully but I wish the teacher can explain the little of the material before.

Name: Ahmad Syaifudin

- a) Have you learned of reading in English lesson?
- Yes, I have.
- b) What are the methods used in the process learn of reading?
- We usually read the material before studying then discuss about it.
- c) Do you feel the difficulties in using the method when the learn of reading?
- No, I do not.
- d) What the difficulties of using the method when the learn of reading?
- -
- e) What the effect of method to your reading ability?
- I can improve my reading ability because I usually doing some learning my activity my self.

Name: Muhammad Iqbal

- a) Have you learned of reading in English lesson?

- Yes, I have.
- b) What are the methods used in the process learn of reading?
- Sometime the teacher give us the text of the material to read it before the lesson.
- c) Do you feel the difficulties in using the method when the learn of reading?
- No, I do not.
- d) What the difficulties of using the method when the learn of reading?
- -
- e) What the effect of method to your reading ability?
- I can studying and understand before the teacher explain the material carefully.

Name: Zaki Ilham Nurrahman

- a) Have you learned of reading in English lesson?
- Yes, I have.
- b) What are the methods used in the process learn of reading?
- Discussion about the material.
- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.

- d) What the difficulties of using the method when the learn of reading?
- We can not discuss carefully because we have the own opinion.
- e) What the effect of method to your reading ability?
- The effect is good for me, because I have my opinion and I can explain it.

Name: Lutfi Azizah

- a) Have you learned of reading in English lesson?
- Yes, I have.
- b) What are the methods used in the process learn of reading?
- Sometime the teacher give the text so we must discuss with the our classmate.
- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
- Sometime I and my classmate do not understand the material.
- e) What the effect of method to your reading ability?
- We can discuss carefully.

Name: Nadia Fahrún Nisa

- a) Have you learned of reading in English lesson?
 - Yes, I have.
- b) What are the methods used in the process learn of reading?
 - The method is sometime the teacher give us the text of the material to read it before the lesson.
- c) Do you feel the difficulties in using the method when the learn of reading?
 - Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
 - I can not understand the material by my self.
- e) What the effect of method to your reading ability?
 - I can ask the material with my friend before the teacher explain the lesson.

Name: Nayla Istiqomah

- a) Have you learned of reading in English lesson?
 - Yes, I have.
- b) What are the methods used in the process learn of reading?

- The method used discussion so explain the result our discussion.
- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- d) What the difficulties of using the method when the learn of reading?
- The difficulty is not conducive because noisy.
- e) What the effect of method to your reading ability?
- The effect is can explore my self to be brave for saying my opinion.

Name: Silvia Febrianti

- a) Have you learned of reading in English lesson?
- Yes, I have.
- b) What are the methods used in the process learn of reading?
- The teacher ask to read the material before the teacher explain it.
- c) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.

- d) What the difficulties of using the method when the learn of reading?
- Sometimes we difficult to understand the material by our self.
- e) What the effect of method to your reading ability?
- The effect is so good, we can think carefully but I wish the teacher can explain the little of the material before.

B. DISCUSSION

This discussion focuses on inquiry-based learning method on teaching reading ability of eighth grades at SMP TMI Roudlatul Qur'an Metro. After collect information through observation, interviews, and documentation the English teacher's on teaching process, the researcher founds the implementation and the effect of the implementation of inquiry-based learning method on teaching reading ability. The researcher gets the data from some sources such as interview and documentation. The researcher concluded several findings that answered the research question as stated in chapter 1. All of the finding were gotten from the data that were collect by the researcher during the research process. The finding are presented in the bellow:

The findings on teaching reading ability of inquiry-based learning method found from the English teacher's on teaching process. During classroom

observation, the teaching practice of reading ability was not conducive. The reason might be that she was not always present in the classroom. The teacher rely on student activeness by the group.

On teaching learning, the teacher gave the students the material based on the curriculum only, so the students were not interested in the topic and made them feel bored. Where the teacher used the material without explaining it clearly. She only explains the little material. The teacher does not use the regular package book, where it could learnt at home before and after school. The material depends on the curriculum and the material was very limited, so the teacher could not develop material. The limited of the material could not help the students to improve their reading ability, because the material used was not interesting.

On inquiry-based learning process, the students practice and focused on the material so they get the complete identification based of their question supposed to get the useful answer. The students pay attentions on the teaching reading ability. Here, the students can more active to answer the questions by the own think and can asked to the classmate before ask to the teacher. The teacher also can handle well teaching reading activities in the classroom.

In SMP TMI Roudlatul Qur'an Metro, teaching reading ability using inquiry-based learning method is one of the effective methods. Not only in

reading ability, but inquiry-based learning method is also one of a good method to teach other ability such as speaking, listening and writing. Inquiry-based learning method in SMP TMI Roudlatul Qur'an Metro used only several times, it was depend on the situation of the students and on the material that will be given.

The effect of the implementation of inquiry-based learning method is so good. Because, the student can explore the material by the own thinking in the group. Sometimes, the students can also discuss with the classmate before the teacher explain the material. This method is the good one of the method on teaching reading ability. The student active by them self in own thinking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result, the researcher concluded that:

1. The implementation of teaching reading ability by using inquiry-based learning method at class VIII A of SMP TMI Roudlatul Qur'an Metro held in two meets on November 11, 2020 and November 18, 2020. The teacher has implemented 5 steps in scientific approach:
 - a. Observing,
 - b. Questioning,
 - c. Experimenting,
 - d. Associating, and
 - e. Communicating.
2. The effect of the implementation of inquiry-based learning method is so good. Because, the student can explore the material by the own thinking in the group. Sometimes, the students can also discuss with the classmate before the teacher explain the material. The student can more active by them self in own thinking.

B. SUGGESTION

Dealing the conclusion above, the researcher would like to give some suggestion as follow:

1. To the teacher
 - a. The teacher has to consider whether or not the method he was adopted is suitable.
 - b. The teacher must understand well the tool used in teaching reading whether he will use live presentation in the class.
 - c. The teacher must give the warm up activity related the material they want to teach.
2. To the students
 - a. The students must prepare the material first before they join the class.
 - b. The students more practice on reading and get the meaning of the text with read some books, novels, newspaper, article, etc.
 - c. The students must pay attention during the lesson.
3. To other researcher

Inquiry-based learning method is one of the teaching method that not only suitable in teaching reading. Inquiry-based learning is also the method that can be used for teaching speaking and writing. Hope that, the other researcher able to use the method to analyze the other skills in English better than this research.

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APPENDIXES

INTERVIEW GUIDANCE

The Interview Of Teacher

- Do you use the Inquiry-Based Learning Method on teaching reading ability?
 - Yes, I use the Inquiry-Based Learning Method on teaching reading ability.
- How is the implementation of the Inquiry-Based Learning method on teaching reading ability?
 - I use 5 steps in scientific approach, there are: Observing, Questioning, Experimenting, Associating and Communicating.
- Any obstacles when using the Inquiry-Based Learning method on teaching reading ability?
 - Yes.
- What the obstacles did you encounter when using the Inquiry-Based Learning method in the process of teaching reading ability?
 - The obstacle is any students can not understand the lesson to need the special notice in the process of teaching reading ability.
- How the effect of the use the Inquiry-Based Learning method on student's reading ability?
 - The effect is make the lesson easier, the teacher do not give the material by speech but make the students to think creatively.

The Interview Of The Students

Name: Aliftya Riska Nirmala

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- The method used discussion so explain the result our discussion.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- The difficulty is not conducive because noisy.
- j) What the effect of method to your reading ability?
- The effect is can challenge my self to be brave for saying my opinion.

Name: Annisa Rahmawati

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- The method used discussion and presentation.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?

- The difficult is can not discussion carefully.
- j) What the effect of method to your reading ability?
- The effect to me is the method can make me confident.

Name: Dina Indriana

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- Sometimes the teacher ask us to read the material before the teacher explain it.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- Sometimes we difficult to understand the material by our self.
- j) What the effect of method to your reading ability?
- The effect is so good, we can think carefully but I wish the teacher can explain the little of the material before.

Name: Ahmad Syaifudin

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?

- We usually read the material before studying then discuss about it.
- h) Do you feel the difficulties in using the method when the learn of reading?
- No, I do not.
- i) What the difficulties of using the method when the learn of reading?
- -
- j) What the effect of method to your reading ability?
- I can improve my reading ability because I usually doing some learning my activity my self.

Name: Muhammad Iqbal

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- Sometime the teacher give us the text of the material to read it before the lesson.
- h) Do you feel the difficulties in using the method when the learn of reading?
- No, I do not.
- i) What the difficulties of using the method when the learn of reading?
- -
- j) What the effect of method to your reading ability?
- I can studying and understand before the teacher explain the material carefully.

Name: Zaki Ilham Nurrahman

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- Discussion about the material.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- We can not discuss carefully because we have the own opinion.
- j) What the effect of method to your reading ability?
- The effect is good for me, because I have my opinion and I can explain it.

Name: Lutfi Azizah

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- Sometime the teacher give the text so we must discuss with the our classmate.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?

- Sometime I and my classmate do not understand the material.
- j) What the effect of method to your reading ability?
- We can discuss carefully.

Name: Nadia Fahrún Nisa

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- The method is sometime the teacher give us the text of the material to read it before the lesson.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- I can not understand the material by my self.
- j) What the effect of method to your reading ability?
- I can ask the material with my friend before the teacher explain the lesson.

Name: Nayla Istiqomah

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- The method used discussion so explain the result our discussion.

- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- The difficulty is not conducive because noisy.
- j) What the effect of method to your reading ability?
- The effect is can explore my self to be brave for saying my opinion.

Name: Silvia Febrianti

- f) Have you learned of reading in English lesson?
- Yes, I have.
- g) What are the methods used in the process learn of reading?
- The teacher ask to read the material before the teacher explain it.
- h) Do you feel the difficulties in using the method when the learn of reading?
- Yes, I do.
- i) What the difficulties of using the method when the learn of reading?
- Sometimes we difficult to understand the material by our self.
- j) What the effect of method to your reading ability?
- The effect is so good, we can think carefully but I wish the teacher can explain the little of the material before.

Table of Figure.1

The teacher and officer of SMP TMI Roudlatul Qur'an Metro

NO.	NAME	OCCUPATION
1	M.Iqbal Beny Saputra, M.Pd.I	Headmaster
2	Laila Rismadiati,S.Pd,I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	Millatun Yuniati S.Ag	Civic Education Teacher
7	Sukirno S.Pd	Indonesian Language Teacher
8	Sudarmi S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language Teacher
10	Auliarti Rahmawati SS	English Teacher
11	Lena Hendiyana S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher

NO.	NAME	OCCUPATION
13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari S.Pd	Mathematics Teacher
15	Dra Irmis Hasni	Mathematics Teacher
16	Sutarno S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
20	Winda Pratiwi S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra. Indi rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyatno Z	Sport Teacher
26	Juariyah , M.Ti	Computer Teacher

NO.	NAME	OCCUPATION
27	Mohamad Komarudin S.Pd.I	Arabic Teacher
28	Anailil Fasikhah, M.Pd	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarak, S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman	Fiqih Teacher

Source: Documentation result at SMP TMI Roudlatul Qur'an Metro on November 11th, 2020.

DOCUMENTATION



Interview with the teacher



Interview with student



OBSERVATION IN THE CLASS





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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan KH Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telp: (0725) 41507, Faksimili: (0725) 47296, Website: www.metroainiv.ac.id E-mail: iaimetro@metroainiv.ac.id

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

Nama : Isna Kaeviatul Maisah
NPM : 1601070097

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 15/21	✓		Review Ppt, Abstrak, Chapter Revise	
2	23/2-21	✓		Revise Abstrak	
3	26/2-21	✓		ACC for munazasyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47298, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

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

Nama : Isna Kaeviatul Maisah
NPM : 1601070097

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 17/12/20		✓	revise chapter IV & V	
2.	Jum'at, 22/12/21		✓	revise Abstract, Appendix	
3.	Jum'at, 12/1/21		✓	aku mengonfirmasi scc I Edus.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

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

Nama : Isna Kaeviatul Maisah
NPM : 1601070097

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	20/01/20	✓		ACC for research instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisalt, M.Hum
NIP. 196204241999032001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 41295, Website: www.metroain.ac.id, E-mail: iainmetro@metroain.ac.id

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

Nama : Isna Kaeviatul Maisah
NPM : 1601070097

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat 16/10/20			<i>Ms. M. Subhan</i>	<i>Isna</i>

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metroiniv.ac.id, pustaka.iain@metroiniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-927/In.28/S/U.1/OT.01/11/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ISNA KAEVIATUL MAISAH
NPM : 1601070097
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070097.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 November 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M Pd
NIP. 195808311981031001 21

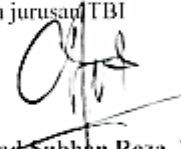
SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ISNA KAELIATUL MAISAH
 NPM. : 1601070097
 Fakultas : TARBIYAH DAN ILMU KEGURUAN
 Jurusan : TADRIS BAHASA INGGRIS
 Angkatan : 16

Telah menyerahkan buku berjudul CREATING YOUR OWN MONOLOGUE

Metro,
 Ketua jurusan TBI


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ISNA KAELIATUL MAISAH
 NPM. : 1601070097
 Fakultas : TARBIYAH DAN ILMU KEGURUAN
 Jurusan : TADRIS BAHASA INGGRIS
 Angkatan : 16

Telah menyerahkan buku berjudul CREATING YOUR OWN MONOLOGUE

Metro,
 Ketua jurusan TBI


Ahmad Subhan Roza, M.Pd.



تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699 NSS: 202126103024 TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smpmimetro@gmail.com website: www.smpmimetro.sch.id www.ppra.or.id

Nomor : 201/SMP-TMI RQ/X/2019.
Lampiran : -
Prihal : Izin Penelitian

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro
Menerangkan Bahwa :

Nama : ISNA KAEVIATUL MAISAH
NPM : 1601070097
Jurusan : Pendidikan Bahasa Inggris

Telah kami setuju untuk melaksanakan Pra-Survey pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :

" A STUDY OF INQUIRY METHOD TEACHING READING COMPREHENSION OF EIGHT GRADE AT JUNIOR HIGHT SCHOOL TMI ROUDLATUL QUR'AN METRO YEAR 2019/2020"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 30 Oktober 2019
Kepala Sekolah.

M . Iqbal Beny Saputra, M.Pd.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iningmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2415/In.28.1/J/TL.00/9/2020 Metro, 01 September 2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Dra. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd. (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Isna Kaeviatul Maisah
NPM	:	1601070097
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	A STUDY OF INQUIRY-BASED LEARNING METHOD ON TEACHING READING ABILITY OF EIGHTH GRADES AT SMP TMI ROUDLATUL QUR'AN METRO

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI


 Ahmad Subhan Roza, M.Pd
 NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-1928/In.28/D.1/TL.00/11/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL
QUR'AN METRO

di-
Tempat

Assalamu'alaikum Wr. Wb.

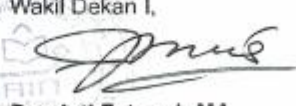
Sehubungan dengan Surat Tugas Nomor: B-2927/In.28/D.1/TL.01/11/2020, tanggal 10 November 2020 atas nama saudara:

Nama : **ISNA KAEVIATUL MAISAH**
NPM : 1601070097
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QUR'AN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY OF INQUIRY-BASED LEARNING METHOD ON TEACHING READING ABILITY OF THE EIGHTH GRADES AT SMP TMI ROUDLATUL QUR'AN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 November 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2927/In.28/D.1/TL.01/11/2020

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

Nama : **ISNA KAEVIATUL MAISAH**
NPM : 1601070097
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QUR'AN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY OF INQUIRY-BASED LEARNING METHOD ON TEACHING READING ABILITY OF THE EIGHTH GRADES AT SMP TMI ROUDLATUL QUR'AN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

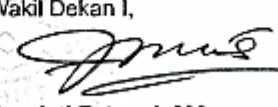
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 10 November 2020

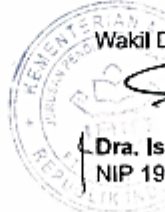
Mengetahui,
Pejabat Setempat




Wakil Dekan I,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 0034





تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699 NSS: 202126103024 TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
 email: smptmimetro@gmail.com website: www.smptmimetro.sch.id www.pprq.or.id

Nomor : 045/SMP-TMI RQ/XI/2020
 Lampiran : -
 Prihal : Izin Research

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro
 Menerangkan Bahwa :

Nama : Isna Kaevatul Maisah
 NPM : 1601070097
 Semester : IX (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Pelaksanakan pada sekolah kami SMP TMI Roudlatul Qur'an
 metro sebagai syarat penyelesaian Skripsi dengan judul :

"A STUDY OF INQUIRY-BASED LEARNING METHOD ON TEACHING READING
 ABILITY OF THE EIGHT GRADES AT SMP TMI ROUDLATU QUR'AN METRO".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan
 agar dapat digunakan sebagaimana mestinya.

Metro, 11 November 2020
 Kepala Sekolah.

 M. Iqbal Beni Saputra M.Pd.I

CURRICULUM VITAE



The names of the writer is Isna Kaeviatul Maisah.

She was born in Panggung Jaya, February 20th 1997.

She is the last daughter of Mr. H. Mansur (Alm) and Mrs. Hj. Siti Munawiroh.

She studied at SD N 1 Panggung Jaya 2003-2009.

Soon after that, She continued to Junior High School at SMP TMI Roudlatul Qur'an Metro 2009-2012.

She continued her study at SMA TMI Roudlatul Qur'an Metro (Sains). It was long journey for her to find out her dream. After graduating from Senior High School, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do something best to increase and apply her knowledge wisely.