

**THE EFFECTIVENESS OF INQUIRY BASED LEARNING MODEL ON
READING COMPREHENSION OF SECONDARY SCHOOL STUDENTS
IN PASURUAN**

THESIS



By:

Rifdatul Millah

NIM. 220107110082

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2026**

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By

Rifdatul Millah

NIM. 220107110082

Advisor

Dian Arsitades Wiranegara, M.Pd

NIP. 198012302023211010



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2026

APPROVAL SHEET

This is to certify that the thesis submitted by:

Name : Rifdatul Millah

NIM : 220107110082

Department : English Education

Thesis Title : The Effectiveness of the Inquiry-Based Learning
Model on Reading Comprehension of Secondary
School Students in Pasuruan

has been reviewed, revised, and is hereby officially approved to be submitted for
the Thesis Examination.

Advisor,



Dian Arsitades Wiranegara, M.Pd
NIP. 198012302023211010

Acknowledged by:

Head of English Education Department,



Maslihatul Bisriyah, M.TESOL
NIP. 198909282019032016

LEGITIMATION SHEET

THE EFFECTIVENESS OF INQUIRY BASED LEARNING MODEL ON READING COMPREHENSION OF SECONDARY SCHOOL STUDENTS IN PASURUAN

THESIS

by:

Rifdatul Millah (220107110082)

Has been defended in front of the board of examiners at the date of Mei 21st
2026 and declared PASS

Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Tarbiyah and Teacher training.

The Board of Examiners,

1. Prof. Dr. Hj. Like Raskova
Octaberlina, M.Ed
NIP. 197410252008012015
2. Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051
3. Dian Arsitades Wiranegara, M.Pd
NIP. 198012302023211010

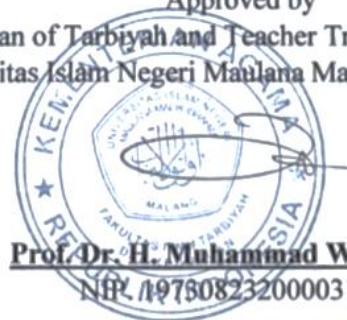
Signatures,

Main Examiner.....

Co Examiner

Secretary/Advisor.....

Approved by
Dean of Tarbiyah and Teacher Training Faculty
Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, M.A
NIP. 197808232000031002

THE OFFICIAL ADVISOR'S NOTE

Dian Arsitades Wiranegara, M.Pd

**Lecturer of Faculty Tarbiyah and Teacher Training Maulana Malik Ibrahim
State Islamic University**

THE OFFICIAL ADVISOR'S NOTE

Page : Thesis of Rifdatul Millah Malang, May 05th, 2026

Appendix : -

The Honorable, Dean of Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim Malang State Islamic State University
In Malang

Assalamualaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, and technique, and after reading, the student's thesis is as follow:

Name : Rifdatul Millah

Student ID Number : 220107110082

Department : English Education

Thesis : The Effectiveness of the Inquiry-Based Learning
Model on Reading Comprehension of Secondary
School Students in Pasuruan

Therefore, we believe that the thesis of Rifdatul Millah has been approved for further approval by the board examiners.

Wassalamualaikum, Wr. Wb.

Advisor,



Dian Arsitades Wiranegara, M.Pd
NIP.198012302023211010

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I :

Name : Rifdatul Millah
NIM : 220107110082
Departement : English Education
Address : Jl. Soekarno Hatta no.8/9, Kraton-Pasuruan, Jawa Timur

Declare that:

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Malang, May 05th, 2026

The researcher,



Rifdatul Millah
NIM. 220107110082

MOTTO

أَلَا إِنَّ نَصْرَ اللَّهِ قَرِيبٌ

“Unquestionably, the help of Allah is near.”

(Al-Baqarah: 214)

“what was meant for me will never miss me,
and what misses me was never meant for me.”

— Umar bin Khattab

“And it’s fine to fake it ’til you make it, ’til you do, ’til it’s true.”

— Taylor Swift

THESIS DEDICATION

First and foremost, I offer my deepest gratitude to Allah SWT, the Owner of Knowledge, who has granted me the strength, patience, and guidance so that this long journey could finally reach its conclusion. Peace and blessings be upon the Prophet Muhammad SAW, whose light of knowledge has always been an inspiration and a guide in every step of my search for truth and purpose. This thesis is wholeheartedly dedicated to my beloved parents, Emil Fuaidah and Imron Rosyadi, for your unceasing prayers and silent sacrifices that have been my absolute pillars of strength, to my wonderful siblings who selflessly shared the responsibilities at home to maintain our *birrul walidain*, to my grandfather, Abah, for your constant inspiration and wise advice that pushed me to finish on time, and to my respected advisor, Mr. Dian Arsitades Wiranegara, M.Pd., for his incredible guidance and patience throughout this journey. Lastly, I dedicate this to myself, appreciating the endurance, bravery, and determination to never give up until I reached this finish line.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful. All praises be to Allah SWT, the Almighty, for His blessings, strength, and guidance that allowed the researcher to complete this thesis entitled " The Effectiveness of the Inquiry-Based Learning Model in Improving Reading Comprehension of Secondary School Students in Pasuruan ". Peace and blessings be upon our Prophet Muhammad SAW, the great teacher and messenger of Allah.

The researcher realizes that this thesis would not have been completed without the support, guidance, and encouragement from many parties. Therefore, the researcher would like to express her deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si as the Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Muhammad Walid, M.A., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Mrs. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education Department.
4. Mr. Dian Arsitades Wiranegara, M.Pd., as the researcher's advisor. The researcher is deeply grateful for his invaluable guidance, boundless patience, wise suggestions, and continuous encouragement throughout the entire process of writing this thesis.
5. All Lecturers and Staff of the English Education Department of UIN Maulana Malik Ibrahim Malang, for imparting knowledge, dedication, and academic support during her years of study.

6. The Principal, English Teacher, and All Eighth-Grade Students of SMPI X Pasuruan, who generously dedicated their time, openness, and cooperation to facilitate the data collection process for this research.
7. Her beloved mother, Emil Fuaidah, her ultimate role model and her gate to heaven. Thank you for your endless love, silent sacrifices, and unceasing prayers offered in every long prostration. Your resilience as the backbone of the family has taught the researcher the true meaning of struggle, and everything achieved today is a reflection of your boundless devotion. *Jazakumullah khairan katsiran*, may Allah SWT reward your pure heart with multiplied blessings. Aamiin.
8. Her beloved father, Imron Rosyadi, whose love and strength have never faded. Thank you for your enduring patience and comforting presence despite the long trials and physical limitations you have faced. Your silent, loving gaze and unceasing prayers have been an irreplaceable shield guiding the researcher to press forward. This thesis is a dedicated reflection of your quiet resilience. Aamiin.
9. Her beloved siblings, Neng Ela and Adek Rafa, for being her safest confidants, helping find answers, and ensuring her well-being. Most importantly, thank you for backing up household responsibilities to maintain *birrul walidain* while the researcher was miles away from home.
10. The Ma'had Sunan Ampel Al-Aly (MSAA) family, especially USA'23, USA'45, her first roommates in Room 2, and her roommates in 49 who accompanied her through the process in msaa for the first time, as well as her dearest friends in Rooms 58, 39, and 40, for the endearing title of "Teteh" and for being the silent witnesses of her growth since day one.

11. Her fellow comrades in TBI Dedicate (Musyrif/ah), Hyphoeniex, and the Karunasankara team (Teaching Assistance), for the shared academic struggles, horizontal solidarity, and endless support.
12. Her supportive friends, Vara, Alfi, Adhel, Sabrina, Mila, Najwa, Firly, Tirta, Izza, Najla, Caca, Emma, Nadhira and Hanna who faithfully walked alongside her through this challenging final semester. Special thanks also go to her closest confidant, whose gentle protection, unspoken care, and unwavering presence provided comfort when the waves got rough.
13. All parties who cannot be mentioned individually, for their distinct contributions, prayers, and kindness in helping the researcher complete this undergraduate journey.
14. The city of Malang, for embracing her as a migrant student and providing a warm, scholarly atmosphere where she could discover her true self and cross the finish line.
15. Lastly, I want to thank the version of me who had to be strong when she didn't want to be and for believing in the strength I never knew I had. Thank you for surviving the storms you never told anyone about, for choosing to keep going when the exhaustion was deafening, and for being your own light when the room felt dark. This finish line is my ultimate gift to myself. By me, for me.

Malang, May 10th, 2026

The researcher,

Rifdatul Millah

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Word

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = Sy	ل = L
ث = Ts	ص = Sh	م = M
ج = J	ض = D	ن = N
ح = H	ط = Th	و = W
خ = Kh	ظ = Zh	ه = H
د = D	ع = ʿ	ء = A
ذ = Dz	غ = Gh	ي = Y
ر = R	ف = F	

B. Long Vocal

Long Vocal (a) = â
Long Vocal (b) = î
Long Vocal (c) = û

C. Diphthong Vocal

أو = aw
أي = ay
ؤو = û

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ABSTRACT

Millah, Rifdatul. 2026. The Effectiveness of the Inquiry-Based Learning Model on Reading Comprehension of Secondary School Students in Pasuruan. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Dian Arsitades Wiranegara, M.Pd.

Keywords: Inquiry-Based Learning, Reading Comprehension, Descriptive Text, EFL Learners.

The ability to comprehend English texts is vital for EFL learners; however, many students struggle due to a lack of proper instructional guidance. This study investigated the effectiveness of the Inquiry-Based Learning (IBL) model in enhancing students' reading comprehension and explored their perceptions regarding its implementation. A quantitative approach with a quasi-experimental non-equivalent control group design was employed. The sample comprised 55 eighth-grade students of SMPI in Pasuruan, divided into an experimental group (28) and a control group (27). Data were gathered through reading pre-tests and post-tests, alongside a perception questionnaire, and analyzed using the Independent Samples T-test and Normalized Gain (N-Gain) score in SPSS.

The empirical findings successfully addressed both research questions. First, regarding the first research question, the implementation of the IBL model was highly effective in improving students' reading comprehension of descriptive texts. The Independent Samples T-test yielded a Sig. (2-tailed) value of 0.000 ($p < 0.05$), successfully accepting the alternative hypothesis (H_a). The experimental group's mean score surged significantly from 55.46 to 82.32 with a "Moderately Effective" N-Gain score of 0.60, whereas the control group only improved from 55.26 to 67.44. Second, concerning the second research question, the questionnaire analysis revealed that the students developed an overwhelmingly positive attitude toward the strategy, evidenced by a cumulative index of 83.57% ("Very Positive" range). In conclusion, the IBL model is a highly effective and perceptually well-received pedagogy for junior high school EFL reading classrooms.

ABSTRAK

Millah, Rifdatul. 2026. Efektivitas Model Pembelajaran Berbasis Penyelidikan dalam Pemahaman Membaca Siswa Sekolah Menengah di Pasuruan. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dian Arsitades Wiranegara, M.Pd.

Kata Kunci: Pembelajaran Berbasis Penyelidikan, Pemahaman Membaca, Teks Deskriptif, Peserta Didik Bahasa Inggris sebagai Bahasa Asing.

Kemampuan memahami teks bahasa Inggris sangat penting bagi pembelajar EFL; namun, banyak siswa kesulitan karena kurangnya bimbingan instruksional yang tepat. Studi ini menyelidiki efektivitas model Pembelajaran Berbasis Inkuiri (Inquiry-Based Learning/IBL) dalam meningkatkan pemahaman bacaan siswa dan mengeksplorasi persepsi mereka mengenai implementasinya. Pendekatan kuantitatif dengan desain kelompok kontrol non-ekuivalen kuasi-eksperimental digunakan. Sampel terdiri dari 55 siswa kelas delapan SMPI di Pasuruan, dibagi menjadi kelompok eksperimen (28) dan kelompok kontrol (27). Data dikumpulkan melalui tes pra-uji dan pasca-uji membaca, bersamaan dengan kuesioner persepsi, dan dianalisis menggunakan Uji T Sampel Independen dan skor Normalized Gain (N-Gain) di SPSS. Temuan empiris berhasil menjawab kedua pertanyaan penelitian. Pertama, mengenai pertanyaan penelitian pertama, implementasi model IBL sangat efektif dalam meningkatkan pemahaman bacaan siswa terhadap teks deskriptif. Uji T Sampel Independen menghasilkan nilai Sig. Nilai (2-tailed) sebesar 0,000 ($p < 0,05$), berhasil menerima hipotesis alternatif (H_a). Skor rata-rata kelompok eksperimen meningkat secara signifikan dari 55,46 menjadi 82,32 dengan skor N-Gain "Cukup Efektif" sebesar 0,60, sedangkan kelompok kontrol hanya meningkat dari 55,26 menjadi 67,44. Kedua, mengenai pertanyaan penelitian kedua, analisis kuesioner mengungkapkan bahwa siswa mengembangkan sikap yang sangat positif terhadap strategi tersebut, dibuktikan dengan indeks kumulatif sebesar 83,57% (kisaran "Sangat Positif"). Kesimpulannya, model IBL merupakan pedagogi yang sangat efektif dan diterima dengan baik secara perseptual untuk kelas membaca EFL di sekolah menengah pertama.

المخلص

ملّة، رفدة. ٢٠٢٦. فعالية نموذج التعلم القائم على الاستقصاء في فهم القراءة لطلاب المدارس الثانوية في باسوروان. رسالة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مالانغ الإسلامية الحكومية مولانا مالك إبراهيم.

المستشار: ديان أرسيتاديس ويرانيغار M.Pd

الكلمات المفتاحية: التعلم القائم على الاستقصاء، فهم القراءة، نص وصفي، طلاب اللغة الإنجليزية كلغة أجنبية

يُعدّ فهم النصوص الإنجليزية أمرًا بالغ الأهمية لمتعلمي اللغة الإنجليزية كلغة أجنبية؛ إلا أن العديد من الطلاب يواجهون صعوبات بسبب نقص التوجيه التعليمي المناسب. هدفت هذه الدراسة إلى بحث فعالية نموذج التعلم القائم على الاستقصاء في تحسين فهم الطلاب للنصوص المقروءة، واستكشاف تصوراتهم حول تطبيقه. استُخدم منهج كمي بتصميم شبه تجريبي مع مجموعة ضابطة غير متكافئة. تألفت العينة من 55 طالبًا من طلاب الصف الثامن في مدرسة باسوروان الثانوية، قُسموا إلى مجموعة تجريبية (28 طالبًا) ومجموعة ضابطة (27 طالبًا). جُمعت البيانات من خلال اختبار قراءة قبلي للعينات المستقلة ودرجة T وبعدي، بالإضافة إلى استبيان للتصورات، وحُللت باستخدام اختبار أجابته النتائج التجريبية بنجاح على كلا SPSS. في برنامج (N-Gain) الكسب المعياري سؤالي البحث. أولاً، فيما يتعلق بسؤال البحث الأول، كان تطبيق نموذج التعلم القائم على الاستقصاء للعينات المستقلة دلالة T فعالاً للغاية في تحسين فهم الطلاب للنصوص الوصفية. وقد أظهر اختبار ، مما يؤكد قبول الفرضية البديلة ($p < 0.05$) إحصائية. قيمة (ذات طرفين) تساوي 0.000 ارتفع متوسط درجات المجموعة التجريبية بشكل ملحوظ من 55.46 إلى 82.32، مع (Ha). فعالة إلى حد ما" بلغت 0.60، بينما لم يرتفع متوسط درجات المجموعة "N-Gain درجة الضابطة إلا من 55.26 إلى 67.44. ثانيًا، فيما يتعلق بسؤال البحث الثاني، كشف تحليل الاستبيان أن الطلاب طوروا موقفًا إيجابيًا للغاية تجاه الاستراتيجية، ويتضح ذلك من خلال مؤشر تراكمي بلغ 83.57% (ضمن نطاق "إيجابي جدًا"). في الختام، يُعد نموذج التعلم القائم على منهجًا تربويًا فعالاً للغاية ومقبولاً على نطاق واسع في فصول قراءة اللغة الإنجليزية (IBL) الاستقصاء. كلغة أجنبية في المدارس الإعدادية.

CHAPTER I

INTRODUCTION

This chapter mentions the background of the study, the research question, the research objectives, the scope and limitations of study, significance of the study, the significance of the study and definition of key terms.

1.1 Background of Study

Entering the era of digital disruption and globalization in the 21st century, English language proficiency has transformed from a mere competitive advantage into a fundamental competency. English serves as a *lingua franca* across critical domains, including international diplomacy, global trade, scientific research, and information technology advancements (Rifai & Rahayu, n.d.). The mastery of English not only opens wider access to knowledge but also forms a principal prerequisite for individuals to participate effectively in the global community. Consequently, educational systems worldwide, including Indonesia, bear the responsibility of producing graduates who can utilize English actively and functionally for critical thinking, collaboration, and problem-solving (Gong, 2023).

These demands have created an urgent need for a pedagogical paradigm shift, to which the Indonesian government responded through the *Merdeka Belajar* (Freedom to Learn) policy. According to the Ministry of Education and Culture (Kemendikbudristek, 2022), This policy promotes student-centered learning, the cultivation of Higher-Order Thinking Skills (HOTS), and the establishment of learning environments that facilitate autonomous inquiry. Thus, it aims to equip the younger generation of Indonesians with vital 21st-

century competencies, widely known as the 4Cs: critical thinking, creativity, communication, and collaboration (National Education Association, 2012) in (Siyoto & Sodik, n.d.). This nationwide instructional shift requires English language pedagogy to transcend traditional, passive grammar-translation approaches where students merely decode isolated linguistic structures without understanding macro-textual meaning (Richards & Rodgers, 1986).

The emergence of the Society 5.0 era further accentuates the challenges of digital disruption, requiring a fundamental transformation in human resources. The education sector plays a pivotal role in preparing an adaptive workforce. Tahar et al. (2022) argued that success in the modern world cannot be achieved through mechanical or technical training alone; pedagogical strategies must foster creativity and facilitate a cognitive transition from a fixed mindset to a growth mindset. Hence, classroom instruction must align with this global trajectory. However, this ideal approach often fails to manifest in reality. Conventional, teacher-centered techniques continue to dominate many Indonesian educational institutions, where passive lecturing and rote-memorization-based tasks are widely utilized. According to Erwinda et al. (2021), curriculum density, high student-to-teacher ratios in classrooms, and inadequate teacher preparation for instructional innovation impede pedagogical progress. Consequently, learners become passive consumers of transmitted information rather than active knowledge builders.

These systemic instructional deficiencies were observed during preliminary investigations at SMPI X (a pseudonym for a private Islamic junior high school in Pasuruan). First, quantitative data indicated subpar academic achievement;

the midterm examination scores obtained by eighth-grade students in the 2024/2025 academic year demonstrated that only 35% of the students surpassed the Minimum Passing Criteria (*Kriteria Ketuntasan Minimal* / KKM) score of 75. Second, diagnostic questionnaire results revealed that 72% of the eighth-grade students experienced boredom and disinterest in English classes, driven by a lack of motivational resources to participate actively in reading activities due to monotonic instructional methods. Finally, classroom observations confirmed that students exhibited low competence in comprehending English texts. Passivity was a common occurrence during reading exercises, resulting in fragmented learning experiences. This issue stemmed from pedagogical practices that overemphasized teacher-dominated structures where pupils primarily listened and answered literal questions but failed to critically investigate the text.

To address poor reading comprehension and low academic motivation, implementing an innovative pedagogical strategy that rejuvenates the learning experience was imperative. One such strategy is the Inquiry-Based Learning (IBL) model. This learner-centric framework leverages students' natural curiosity, prompting them to formulate questions, investigate textual evidence, and solve problems independently rather than passively receiving information. Within the IBL framework, the teacher shifts from a primary information transmitter to an instructional facilitator who guides students through structured cycles of exploration.

To establish the empirical foundation of this model, several previous studies have examined the utility of IBL in various academic settings. For instance,

Kadiwone et al. (2022) and Nurhayati et al. (2023) demonstrated that IBL enhanced students' cognitive learning outcomes and writing capabilities. Similarly, Lubis (2020) revealed that IBL exerted a statistically significant positive effect on junior high school students' reading comprehension compared to teacher-centered lecturing. Furthermore, Seam (2025) found that the inquiry approach positively reshaped students' reading perceptions, significantly driving active engagement and lowering learning anxiety.

Despite these insights, a critical empirical and methodological gap remains unaddressed. Prior research has predominantly treated IBL as a generalized tool, focusing on a single domain either cognitive or affective in isolation, while neglecting its specific interaction with target text genres. Furthermore, existing literature has under-investigated how the explicit five-step syntax of IBL systematically addresses specific sub-skills of reading comprehension (e.g., identifying main ideas, finding specific information, and contextual vocabulary) within descriptive texts. Methodologically, most studies were situated in conventional public institutions, leaving a gap in understanding how IBL operates within private Islamic schools where students' learning autonomies, instructional support, and cultural expectations differ. Therefore, this study established its *novelty* by comprehensively testing the effectiveness of the IBL model across both cognitive achievements (reading scores) and affective responses (students' perspectives), specifically targeting descriptive text genres within an Islamic junior high school context.

This active, investigative approach highly aligns with the philosophical and pedagogical principles embedded in Islamic teachings. Islam does not demand

blind, passive compliance; instead, it glorifies the use of reason (*'aql*) and the process of critical contemplation. The Holy Qur'an explicitly praises the *Ulil Albab* (those endowed with intellect and understanding), who are characterized as individuals who not only remember Allah but also actively reflect and think (*yatafakkaruun*) about the creation of the universe. This principle is encapsulated in Surah Ali 'Imran, verses 190-191:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ
لِّأُولِي الْأَلْبَابِ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ
وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا
سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ

Meaning: "Indeed, in the creation of the heavens and the earth, and the alternation of the night and the day, there are signs for those who possess intellect (*Ulil Albab*). (namely) those who remember Allah while standing or sitting or [lying] on their sides and give thought (*yatafakkaruun*) to the creation of the heavens and the earth, [saying], 'Our Lord, You did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire'." (Q.S. Ali 'Imran [3]: 190-191).

The term "*yatafakkaruun*" (they give thought/reflect) in this verse represents the operational essence of scientific inquiry and critical thinking (*tafakkur*). Consequently, the IBL model serves as a practical, pedagogical translation of scientific *tafakkur* within the classroom. This model trains students to avoid passive acceptance of textual facts, encouraging them instead

to observe linguistic phenomena, analyze textual data, and derive independent conclusions.

Thus, this research did not merely aim to evaluate a modern teaching model at an Islamic school. More fundamentally, it sought to test an instructional framework that is philosophically grounded in the Qur'anic mandate for critical reflection. Through the implementation of IBL, students were expected not only to improve their cognitive reading outcomes but also to cultivate analytical dispositions as a generation of *Ulil Albab*, in accordance with the broader vision of Islamic education.

Driven by the urgent need to address deficiencies in reading comprehension, and supported by the conceptual alignment of the inquiry model, this study was conducted under the title: "The Effectiveness of Inquiry-Based Learning Model on Reading Comprehension of Secondary School Students' in Pasuruan."

1.2 Research Question

Based on the background of the study and the critical instructional gaps identified above, the problems of this research were formulated into the following questions:

1. Is there a significant difference in students' reading comprehension between those taught using the Inquiry-Based Learning model and those taught using the conventional method at SMPI X?
2. What is the students' perspective toward the implementation of the Inquiry-Based Learning model in the English reading comprehension process?

1.3 Research Objective

In general, this study aimed to empirically examine the effectiveness of the Inquiry-Based Learning (IBL) model on the English reading comprehension of students at SMPI X. Specifically, the objectives were:

1. To test whether there is a statistically significant difference in English reading comprehension between students taught using the Inquiry-Based Learning (IBL) model and those taught using the conventional method.
2. To identify the students' perspective regarding the implementation of the Inquiry-Based Learning (IBL) model in their English reading class.

1.4 Scope and Limitation of Study

This study focused on investigating the effectiveness of the Inquiry-Based Learning (IBL) model applied within English reading classes at SMPI X. The subjects of this study were restricted to eighth-grade students during the 2024/2025 academic year. Methodologically, the scope of the reading material administered in both the pre-test and post-test was strictly limited to Descriptive Text, focusing on specific sub-topics aligned with the school's eighth-grade English curriculum: describing people (e.g., favorite public figures/idols), describing animals (e.g., common pets and their behavioral characteristics), and describing historical places (e.g., local and national landmarks).

1.5 Significance of Study

The results of this study are expected to enrich the existing literature on EFL (English as a Foreign Language) pedagogy, particularly regarding the implementation of the Inquiry-Based Learning model within the junior high school context in Indonesia. Furthermore, this study contributes to the

development of constructivist learning theories by providing empirical evidence of how structured inquiry cycles facilitate reading comprehension and shape students' academic dispositions.

Practical Significance

1.5.1 For Teachers : The findings offer empirical references and actionable pedagogical insights for English teachers at SMPI X and similar institutions to adopt and adapt the IBL model as an innovative instructional alternative.

1.5.2 For Students : The implementation of the IBL model was expected to optimize students' active cognitive engagement, lower reading anxiety, and improve their reading comprehension performance.

1.5.3 For Schools Administrators: This study provides concrete empirical input for school principals when designing instructional policies and developing student-centered curricular frameworks.

1.5.4 For Future Researchers : The insights gained from this study can serve as a baseline reference for future researchers intending to explore IBL in relation to other internal variables, such as critical thinking disposition, creativity, or collaborative skills.

1.6 Key Term

This part provides the definition of key terms. They used in this study are operationally defined as follows:

1.6.1 Inquiry Based Learning (IBL)

A student-centered instructional model implemented in this study where the reading process was driven by student inquiry. It followed

structured syntax: orientation, conceptualization, investigation, conclusion, and reflection, with the teacher acting strictly as an instructional facilitator.

1.6.2 Reading Comprehension

The students' cognitive capacity to decode, interpret, and evaluate written English texts specifically descriptive texts measured quantitatively through pre-test and post-test scores. This capacity was evaluated using five distinct reading indicators: identifying main ideas, identifying specific information, identifying generic structures, understanding vocabulary in context, and determining textual references.

1.6.3 Students' Perspective

The subjective cognitive and affective evaluations held by the students regarding their experience of learning English reading through the IBL model, captured descriptively via a post-treatment questionnaire.

1.6.4 SMPI X

The pseudonym utilized for the private Islamic junior high school in Pasuruan where this quasi-experimental research was conducted.

CHAPTER II

LITERATURE REVIEW

This chapter outlines the theoretical framework and literature relevant to the current study. It establishes the conceptual boundaries of the variables, examines the specific instructional design of the Inquiry-Based Learning (IBL) model, reviews the core components of reading comprehension within descriptive texts, and concludes with a synthesis of relevant empirical studies to highlight the research gap addressed by this investigation.

2.1 Theoretical Framework

This section provides the theoretical foundation supporting this research by synthesizing the grand theories of learning, classifying instructional models, and detailing the operational syntax of Inquiry-Based Learning in relation to cognitive and affective language outcomes.

2.1.1 Grand Theories: Constructivism and Schema Theory

Rather than viewing language acquisition as a mechanical process of habit formation, this study is anchored on Constructivist Learning Theory, originally conceptualized by John Dewey (1938) and Jean Piaget (1973) in (Marinda, 2020). Constructivism posits that knowledge is actively constructed by learners through direct experience and continuous reflection rather than being passively received from an instructor. In the modern educational landscape, particularly within Indonesia's *Kurikulum Merdeka*, this paradigm shift requires classrooms to transform into investigative environments where students interact with real-world stimuli to

build cognitive structures. According to Nisa et al. (2024) emphasized that Dewey's constructivist framework underscores the primacy of experiential learning, forcing students to bridge the gap between abstract concepts and empirical observations. Furthermore, Ariandini & Hidayati (2023) assert that the integration of constructivist theory in the curriculum aims for graduates to be able to "face uncertainty with strong skills, knowledge, and understanding".

In the context of reading instruction, this cognitive construction is specifically explained by Schema Theory (Rumelhart, 1980). Schema theory asserts that a text does not carry meaning in and of itself; rather, comprehension occurs only when the written text interacts with the reader's pre-existing background knowledge, or schemata. Reading is an active, top-down and bottom-up cognitive process where the reader constantly activates, tests, and refines mental schemata to decode and interpret textual information. The Inquiry-Based Learning (IBL) model serves as a direct pedagogical translation of both Constructivism and Schema Theory. Through its structured questioning and investigation cycles, IBL systematically triggers students' background knowledge (schemata) and provides the empirical experiences necessary to construct a deep comprehension of foreign language texts.

2.1.2 Definition of Instruction

Following the idea of "learning" as an active, constructive experience, it is necessary to mention the new interpretation of the notion of "instruction." In other words, nowadays instruction is understood not as the simple transfer of information from a teacher to a learner, but rather as a well-thought-out attempt to create an environment that encourages students to participate in the discovery process.

The change mentioned above determines a different role of a teacher in the learning process. As stated by (Basyori, n.d. 2025), in the contemporary educational system teachers should act as not only information providers but also directors, motivators, mentors, and examples for their students (p. 1). Thus, the traditional understanding of a teacher as an only source of information (teacher-centered approach) transforms into the one of a facilitator.

The facilitation becomes the key feature of a 21st-century teacher who has to be able to play several roles: "a facilitator, mentor, model, innovator, and collaborator" (Utami et al., n.d. 2024) Inquiry-Based Learning (IBL) serves as a clear pedagogical example in terms of facilitating. It means that, acting as a facilitator, teachers become "directors" and "motivators" helping learners formulate and solve research questions and build their arguments.

2.1.3 The Nature of Instructional Models

An instructional model represents more than a collection of teaching steps; it serves as a comprehensive, systematic blueprint for structuring a learning environment. Arifin et al. (2025), defined an instructional model as a structured framework that provides systematic guidance in implementing classroom processes to help learners attain specific behavioral or cognitive objectives. This definition aligns with the seminal work of Joyce, Weil, and Calhoun (1992), who argued that models of teaching are essentially models of learning. By employing a specific instructional model, teachers do not merely deliver content; they alter the cognitive architecture of the classroom, equipping students with information-processing skills and teaching them *how* to learn independently.

To understand the diversity of these frameworks, Bruce R. Joyce, Marsha Weil, Emily Calhoun (1992) categorized instructional models into four distinct families based on their underlying psychological and pedagogical orientations. First, the Information Processing Model family focuses on the ways in which individuals process information from their environment, emphasizing mental activities such as gathering, organizing, storing, and retrieving data to optimize critical thinking. Second, the Personal Model family emphasizes the holistic emotional and psychological growth of the individual, striving for self-actualization and learner autonomy. Third, the Social Interaction

Model family prioritizes cooperative learning, requiring students to negotiate meaning, debate perspectives, and build social competencies through group work. Fourth, the Behavioral Model family utilizes behaviorist principles, focusing on observable, measurable changes in behavior through direct instruction, task fragmentation, and immediate feedback loops. Within this classic taxonomy, Inquiry-Based Learning belongs primarily to the Information Processing Model family, as it explicitly reorganizes students' mental activities around data collection, hypothesis testing, and conceptual formulation.

2.1.4 Inquiry-Based Learning (IBL)

The Inquiry-Based Learning is a student-centered instructional framework driven by learner curiosity, where the acquisition of knowledge occurs through active exploration, systematic questioning, and independent problem-solving. Pedaste et al. (2015) stated that inquiry learning involves a dynamic process of discovering causal relationships, wherein the learner formulates hypotheses and tests them through targeted observations or empirical experiments. In language education, IBL shifts the classroom dynamic away from teacher-centered grammar explanations toward student-led textual discoveries. Ermawati, (2018) emphasized that the primary function of IBL in reading classes is to scaffold students' engagement with complex texts,

systematically training them to navigate multiple cognitive levels of comprehension rather than relying on literal, superficial decoding.

2.1.4.1 The Philosophical and Psychological Foundation of IBL

The conceptual validity of IBL is sustained by robust educational philosophies and psychological frameworks. Historically, it is rooted in John Dewey's experiential philosophy, which advocates that genuine education emerges from tackling problematic situations that provoke thought. Under this framework, inquiry is the natural mechanism through which human beings make sense of cognitive dissonance. According to Lev Vygotsky (1978), Psychologically, IBL is deeply supported by Lev Vygotsky's Social Constructivism and the concept of the Zone of Proximal Development (ZPD). Vygotsky asserted that higher cognitive functions originate from social interactions (Wardani et al., n.d.). When applied to IBL, the collaborative investigation phase allows student groups to collectively reach a higher level of textual understanding than any individual student could achieve in isolation. Thus, the inquiry cycle serves as a social and cognitive scaffold, reducing reading anxiety while simultaneously enhancing analytical competencies.

2.1.4.2 The Syntax of Inquiry-based Learning

To ensure that classroom exploration remains systematic rather than chaotic, IBL must be executed through specific pedagogical phases. Saputri (2018) noted that a structured inquiry syntax optimizes student engagement by explicitly connecting text investigations to problem-solving metrics. This study adopted the core phases of the IBL model adapted from Saputri (2018), which consist of:

1. *Orientation:* The instructor introduces authentic stimuli to capture attention, reduce affective barriers, and activate students' prior schemata.
2. *Conceptualization:* Students are guided to generate analytical questions or formulate predictive hypotheses regarding the text they are about to read.
3. *Investigation:* Students work collaboratively in structured groups to scan, skim, and analyze the text to gather linguistic and factual evidence that addresses their initial questions.
4. *Conclusion:* Students synthesize their textual findings, formulate evidence-based interpretations, and present their textual summaries to the class.

5. *Reflection*: Students and the teacher critically evaluate the inquiry process, addressing linguistic difficulties and assessing the reliability of their interpretations

2.1.5 Reading Comprehension

Reading comprehension is not a passive act of mechanical decoding or pronouncing printed words aloud; rather, it is a complex, multifaceted cognitive process of extracting and constructing meaning. Snow (2002) defined reading comprehension as the process of simultaneously extracting and creating meaning through active interaction and cognitive involvement with written text. It demands a fluid synchrony between vocabulary mastery, syntactic recognition, and the reader's active schema activation.

Furthermore, difficulties in reading comprehension are rarely purely linguistic they are heavily influenced by affective variables. This reality is explained by Stephen Krashen's Affective Filter Hypothesis, which posits that emotional variables such as high anxiety, low motivation, and acute boredom can act as an invisible psychological barrier that prevents input from reaching the language acquisition device (Krashen, 1982). When students are subjected to monotonous, teacher-centered instruction, their affective filter rises, causing cognitive interference that severely disrupts their ability to process text meaning. Consequently, improving reading comprehension requires an instructional model like IBL that

simultaneously lowers the affective filter and stimulates cognitive processing.

2.1.5.1 Aspects of Reading Comprehension

To achieve comprehensive understanding of a foreign language text, students must master specific sub-skills of reading. In this study, reading comprehension was operationally measured across five distinct cognitive indicators:

1. Identifying Main Idea: The cognitive ability to locate and synthesize the central thought, macro-structure, or overriding point of a paragraph or the entire text.
2. Finding Specific Information: The ability to scan the text to locate explicit factual details, micro-structures, or specific data points such as names, dates, locations, and explicit characteristics.
3. Understanding Vocabulary in Context: The ability to deduce the meaning of unfamiliar words or identify contextual synonyms by analyzing surrounding semantic and syntactic clues.
4. Identifying Reference: The ability to determine the precise antecedent or noun phrase to which a specific pronoun (e.g., it, they, he, she) refers within the text.

5. Making Inference: The high-order ability to draw logical conclusions and extract implicit meanings that are not directly or superficially stated by the author

2.1.6 Descriptive Text

Descriptive text is a specific genre designed to illustrate a particular person, place, animal, or object in vivid detail. Simamora et al. (2023) observed that secondary school students frequently struggle to comprehend this genre, often falling into sufficient or insufficient categories due to their inability to visualize the text's subject. The overriding social function of descriptive text is to depict a specific entity so clearly that the reader can construct a detailed mental image of the object being described. Within the junior high school curriculum, mastery of short, simple descriptive texts is required to enable students to describe objects and individuals relevant to their immediate sociocultural environment.

2.1.6.1 Generic Structure and Language Features

A well-constructed descriptive text follows a conventional generic structure comprising two mandatory components: identification and description. The identification section serves as an introductory paragraph that introduces and identifies the specific participant, entity, or object that will be focused upon. Following this, the description section provides an organized layout of the subject's specific qualities, physical appearance, unique

traits, habits, and distinctive behaviors, ensuring that the details move logically from general attributes to specific characteristics.

Concurrently, the linguistic construction of a descriptive text is defined by specific language features that distinguish it from narrative or expository genres. It relies heavily on the use of specific participants rather than generalized subjects, focusing on unique entities such as "My Beloved Cat" or "Mount Bromo" to maintain descriptive precision. Grammatically, the text predominantly employs the simple present tense to state factual attributes and timeless characteristics of the subject. Furthermore, it incorporates an extensive use of descriptive adjectives to clarify, modify, and enrich noun phrases, combined with the strategic placement of action verbs to illustrate the dynamic behaviors or functions of the described object.

2.1.7 The Implementation of IBL in Teaching Reading Comprehension

Teaching reading comprehension through the IBL model transforms a traditionally passive reading class into an active, investigative lab. Rather than simply assigning a text and commanding students to answer comprehension questions, the instructor structures the text exploration around the five explicit phases of IBL syntax, adapted specifically to the sub-topics of the

eighth-grade descriptive text curriculum: describing people, describing animals, and describing historical places.

During the Orientation phase, the teacher initiates the lesson by projecting a high-resolution, unlabelled visual image of a specific subject such as an endangered komodo dragon for the theme of describing animals, or an ancient temple for describing historical places. This stimulus acts as a cognitive hook to break classroom passivity and activate students' vocabulary schemata. In the Conceptualization phase, the teacher prohibits students from reading the text immediately; instead, students are prompted to generate inquiry questions based on the visual hook, such as, *"What are the unique physical adaptations of this animal?"* or *"Where is this historical place located and why was it built?"* These questions are mapped on the whiteboard, transforming students into active investigators with a clear, self-generated reading purpose.

During the Investigation phase, the text is distributed, and students work within structured heterogenous groups of four. Students actively skim and scan the descriptive text to extract data points that can answer their conceptualized questions. To foster high-order reading indicators, students use colored highlighters to map out the generic structure, circling specific adjectives that describe physical traits, and drawing arrows from pronouns to their correct textual references. The teacher circulates around the room,

acting strictly as an instructional facilitator to guide groups experiencing high cognitive friction.

In the Conclusion phase, group members compile their gathered textual data to synthesize an evidence-based summary. Each group presents its interpretations to the class, defending why they chose specific main ideas or how they inferred the meaning of unfamiliar contextual vocabulary. Finally, the lesson culminates in the Reflection phase, where the class collectively evaluates their reading strategies. The teacher clarifies persistent grammatical misunderstandings, such as subject-verb agreement in the simple present tense, and highlights how the structural breakdown of the text directly enhanced their overall comprehension. By systematically applying this syntax across all descriptive text sub-topics, reading ceases to be a rote exercise and instead becomes a functional tool for intellectual investigation, perfectly aligning with the core tenets of Communicative Language Teaching (CLT).

2.1.8 English Learning Outcomes and Student Perception

Learning outcomes denote the measurable changes achieved by an individual at the culmination of an instructional intervention, encompassing transformations in knowledge, skills, and behavioral dispositions. Grounded in Bloom's Taxonomy, these outcomes are split into three developmental domains: the cognitive domain, which involves intellectual tasks ranging from basic recall to complex evaluation; the affective domain, which regulates interests, attitudes, motivations, and values; and the psychomotor

domain, which governs physical and motor skill execution. In this study, learning outcomes were evaluated across two parallel tracks: cognitive attainment, which was quantified via reading comprehension test scores, and affective development, which was tracked through students' evaluative responses.

2.1.7.1 Student Perception as an Affective Indicator

Within an empirical, constructivist research design, measuring students' perspective is not merely a supplementary qualitative exercise; it represents a critical affective indicator that dictates the sustainability of an educational model. Kasuba et al. (2023) demonstrated that students' perspectives toward IBL are highly positive because the model's investigative freedom inherently satisfies students' psychological needs for collaboration, creativity, and active vocabulary ownership.

Tracking students' perspective is vital because affective dispositions directly modulate cognitive execution. A recent empirical study by Seam, (2025) proved that the implementation of IBL exerts a statistically significant positive impact on students' reading perspectives, driving higher motivational investment, lower foreign language reading anxiety, and a heightened interest in navigating complex texts. Therefore, evaluating the students' perspective in this study was mandatory to provide an explanatory framework for the quantitative cognitive shifts, revealing *why* and

how the inquiry syntax succeeded or failed from the viewpoint of the primary classroom participants.

2.2 Previous Studies

In this part, In this part, the researcher presents several relevant studies that share similar topics with the research being conducted. There are four studies that have been carried out previously which are relevant to this paper, as presented below:

First, a study conducted by Lubis (2020) entitled "The Effect of Inquiry Based Learning Towards Students Reading Comprehension at SMP YLPI Marpoyan Pekanbaru" investigated the use of IBL for junior high school students. Using a quantitative experimental design, the study found that IBL had a significant effect on improving students' reading comprehension compared to traditional methods.

Second, a Classroom Action Research (CAR) conducted by Kurniati, Salam, and Rahmani (2024) entitled "Improving Students' Reading Comprehension of Recount Text Using Inquiry-Based Learning (IBL) Method" explored the practical impact of the IBL cycle (engagement, exploration, explanation, elaboration, evaluation). The results demonstrated that IBL significantly improved students' ability to identify specific information, understand vocabulary, and comprehend the generic structure of the text. Furthermore, the students became more independent and active in asking questions.

Third, study carried out by Kadiwone, Dharmawibawa, and Utami (2022) under the title "Implementation of the Inquiry-Based Learning Model to

Improve Students' Cognitive Learning Activities and Outcomes" showed how effective the IBL model was for secondary public school students (SMPN 5 Mataram). As per the results of the study, implementation of the IBL significantly enhanced the classical completeness level of students' cognitive learning activities from 40% in Cycle I to 90% in Cycle II.

Fourth, there is the study carried out by Seam (2025) on "The Effect of Inquiry-Based Learning on Reading Perception to Elementary Students". In this study, the affective outcome of using the IBL approach among students was evaluated through their perception of the same. With a mixed-method approach used in the study, IBL was found to have a positive effect on reading perception by motivating and enhancing active engagement among the learners.

Table 1 Relevant Research

No.	Researcher	Title	Findings
1.	Lubis (2020)	The Effect of Inquiry Based Learning Towards Students Reading Comprehension at SMP YLPI Marpoyan Pekanbaru	Subjects: Junior high school students. Finding: Using a quantitative experimental design, the study found that IBL had a significant effect on improving students' reading comprehension compared to traditional methods.
2.	Kurniati, Salam, & Rahmani (2024)	Improving Students' Reading Comprehension of Recount Text	Subjects: 30 students in a Classroom Action Research (CAR). Finding: IBL significantly improved

		Using Inquiry-Based Learning (IBL) Method	students' ability to identify specific information, understand vocabulary, and comprehend text structures. Students also became more active.
3.	Kadiwone, Dharmawibawa, & Utami (2022)	Penerapan Model Pembelajaran Inquiry Based Learning Untuk Meningkatkan Aktivitas Dan Hasil Belajar Kognitif Siswa	Subjects: All seventh-grade students of SMP Negeri 5 Mataram in the 2021/2022 academic year. Finding: Using Classroom Action Research (CAR), the Inquiry-Based Learning (IBL) model successfully improved both student activity (from 55% to 72%) and cognitive learning outcomes. This was proven by a massive leap in the students' passing rate, which jumped from 40% (average score of 56) in cycle I to 90% (average score of 77) in cycle II.
4.	Seam (2025)	The Effect of Inquiry-Based Learning on Reading Perception to Elementary Students	Subjects: 50 students using a mixed-methods approach. Finding: IBL positively impacted students' reading perception in the affective domain by enhancing their motivation, comprehension, and active involvement in learning tasks.

The similarity between previous studies and this research lies in the application of the Inquiry-Based Learning (IBL) model to improve student learning outcomes. However, this research bridges several clear research gaps left by previous literature. First, in terms of material and methodology, while (*Lubis*, n.d. 2020) focused on general reading skills and (*Kurniati et al.*, 2024) specifically examined Retelling Texts using a Classroom Action Research (CAR) design, this study limits the material to Descriptive Texts and uses a Quasi-Experimental design.

Furthermore, this study addresses gaps in research scope and setting. While (*Kadiwone et al.*, 2022) conducted research in public schools (Sekolah Negeri) with a primary focus on cognitive achievement, and (*Seam*, 2025) investigated the affective domain (perception) in an elementary school setting, this study examines both domains simultaneously. None of these studies have comprehensively evaluated the effectiveness of the IBL model by simultaneously measuring its dual-domain impact combining quantitative cognitive reading achievements with structured affective perspectives specifically optimized for the Descriptive Text genre. Furthermore, there is an empirical void regarding how this modern constructivist framework operates within a private Islamic junior high school (SMPI) ecosystem, where instructional cultures, baseline autonomy, and student expectations differ substantially from public institutions. Therefore, this study directly addresses these critical gaps by executing a rigorous quasi-experimental design that maps explicit IBL syntax onto five granular reading indicators within descriptive text sub-

topics, establishing a comprehensive empirical model of cognitive and affective outcomes within an Islamic secondary educational context.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the design and experimental procedures utilized in this study. It details the research design, operational approach, temporal and geographical settings, research participants (population and sample), data collection instruments, data validation workflows, and the statistical procedures deployed to analyze the empirical data.

3.1 Research Design

This study applied a quantitative approach using a quasi-experimental design, specifically a non-equivalent control group design. This design was selected because it was not logistically possible to randomly assign individual students to new classes without disrupting the school's academic schedule. Consequently, two intact, pre-existing classes were utilized as the sample cohorts. Both groups were given a pre-test at the beginning of the study to measure their initial reading proficiency baseline, followed by a post-test at the end of the instructional period to measure any cognitive shifts.

The two groups received completely contrasting pedagogical treatments during the fieldwork. The experimental group was taught reading comprehension of descriptive texts through the Inquiry-Based Learning (IBL) model, which actively engaged students in student-centered phases such as orientation, problem formulation, hypothesis generation, data collection, data analysis, and drawing conclusions. Conversely, the control group was taught identical reading topics and texts using a conventional

teacher-centered method, which heavily relied on direct lecture, passive reading-aloud, and traditional word-for-word grammar translation into Indonesian.

3.1.1 Research Approach

The quantitative approach was deployed in this study to establish an empirical framework for investigation. The primary objective of this approach was to objectively test hypotheses regarding the causative relationship between two distinct operational variables: the implementation of the Inquiry-Based Learning (IBL) model as the independent variable and the students' reading comprehension achievements as the dependent variable. In alignment with the methodological framework articulated by (Creswell & Creswell, n.d.), a quantitative approach operates deductively, validating theoretical constructs by gathering numerical data and subjecting them to rigorous statistical measurements. This framework ensured objectivity, precise measurability, and empirical verification, making it highly appropriate for answering the experimental queries of this study.

3.1.2 Type of Research

This study utilized a Quasi-Experimental Design rather than a Pre-Experimental or True Experimental design. A Pre-Experimental design was rejected because its lack of a control group creates internal validity vulnerabilities, making it impossible to isolate whether student improvements stem directly from the

pedagogical treatment or from confounding external variables. Concurrently, a True Experimental design which demands absolute randomization of individual participants was not feasible within a real-world school ecosystem where students had already been naturally allocated into fixed administrative classes. Reorganizing students individually would have severely disrupted the school's institutional structure. Consequently, a quasi-experimental approach emerged as the most realistic, reliable, and ethically sound option available to preserve the natural classroom environment.

Specifically, the Nonequivalent Control Group Design was employed. This design involved two intact, non-randomly selected classrooms that exhibited homogeneous characteristics prior to the instructional intervention. This baseline homogeneity was empirically verified using pre-test data collected from both groups before the formulation of any comparative hypotheses. Within this framework, one intact class functioned as the Experimental Group, while the parallel intact class served as the Control Group. The structural blueprint of this quasi-experimental configuration is outlined in Table above :

Table 2 Quasi Experimental

Group	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O2
Control	O3	-	O4

The operational mechanics of the design parameters in Table 2 are detailed as follows:

- O1 dan O3 (Pre-Test Measurements): Represented the initial, simultaneous quantitative measurement of students' cognitive reading comprehension before any treatment was applied. These baseline parameters served a dual function: establishing the pre-existing literacy levels of the students and providing statistical evidence regarding the initial equivalence of the two groups.
- X (Experimental Treatment): Denoted the independent variable intervention, characterized by the systematic execution of the Inquiry-Based Learning (IBL) model within the experimental class across four structured instructional sessions.
- – (Control Condition): Indicated the absence of the innovative inquiry treatment within the control class. This group continued to receive traditional, teacher-centered conventional instruction, relying primarily on passive lecture delivery and textbook-based decoding exercises.
- O2 and O4 (Post-Test Measurements): Represented the final, simultaneous quantitative assessment of reading comprehension achievements administered at the culmination of the instructional period. These post-test matrices formed the primary empirical evidence for calculating the relative effectiveness and cognitive impact of the IBL model.

3.2 Time and Setting of the Research

To provide a clear and structured overview of how this quasi-experimental study was conducted, it is essential to delineate the precise temporal and spatial parameters of the investigation. This section explicitly details when the research treatments were administered and where the instructional environment was situated, beginning with the chronological breakdown of the research timeline.

3.2.1 Time of the Research

To ensure a structured and transparent execution of the quasi-experimental design, the scheduling of this study was systematically planned and documented. The empirical investigation itself was successfully carried out during the odd semester of the 2025/2026 academic year. Rather than being executed as a single, isolated event, the study progressed logically through four distinct, chronological operational phases that spanned from initial proposal construction to final data compilation.

The timeline initiated with the Preparation Phase, which took place from December to January 2026. This foundational stage involved conducting a comprehensive review of existing EFL literature, finalizing the operational thesis proposal, constructing the parallel evaluation drafts—specifically the reading comprehension tests and affective questionnaires—and securing formal institutional research clearances from the school administration. Immediately following the procurement of administrative permits, the research

transitioned into the Instrument Validation Phase in early February 2026. This stage was strictly dedicated to refining the quality of data instrumentation, which encompassed subjecting the initial test items to rigorous content validation by expert judges and subsequently executing field try-outs in a non-sample class to calculate empirical item validity alongside internal consistency reliability.

Once the instruments were empirically validated, the study moved into its core experimental stage, designated as the Implementation Phase, which spanned from February to March 2026. This stage represented the active experimental window, commencing with the simultaneous administration of the pre-test across both the experimental and control groups to establish baseline reading equivalence. Following the pre-test, the parallel execution of the four-treatment cycle was conducted, applying the innovative Inquiry-Based Learning model to the experimental cohort and conventional lectures to the control cohort, before culminating in the simultaneous administration of the post-test and the distribution of the affective perspective questionnaires. Finally, the entire investigation was brought to a close during the Data Analysis and Reporting Phase from April to May 2026. This final stage focused on intensive statistical computation, wherein the collected raw data matrices were computerized, subjected to parametric prerequisite testing, evaluated using inferential independent samples t-test

models in SPSS, and ultimately compiled into the final descriptive chapters of the thesis report.

3.2.2 Setting of the Research

The study was conducted at SMPI X (a pseudonym utilized to preserve institutional confidentiality), located in Pasuruan, East Java, Indonesia. The selection of this specific geographical and institutional research site was dictated by three purposive parameters. First, preliminary diagnostic assessments conducted at this school revealed a pronounced instructional crisis in English literacy, characterized by pervasive student passivity, acute reading boredom, and subpar academic achievement scores. This aligned with the study's purpose of testing remedial innovative approaches. Second, the school administration and English teaching staff demonstrated strong logistical support and full cooperative acceptance toward the execution of an experimental study. Third, the school's status as a private Islamic educational institution provided a distinct sociocultural setting that allowed the researcher to evaluate the operational compatibility of constructivist inquiry structures within an Islamic-centered learning environment.

3.3 Subject of the Study

To establish a clear and mathematically valid framework for data collection, it was essential to isolate the specific population and sample groups from which the reading comprehension metrics would be drawn. The selection of these subjects was closely tied to the institutional

structure of the school and was intended to provide a representative reflection of eighth-grade EFL learners. Based on this structural requirement, the detailed sub-sections below outline the specific demographic population and the sampling technique utilized in this study.

3.3.1 Population

The target population of this research comprised all eighth-grade students currently enrolled at SMPI X, Pasuruan, during the academic year. The total population was distributed across two parallel, existing classrooms, namely class VIII-A and class VIII-B. The total number of students across these two classes was 55 individuals, with both classrooms sharing a relatively homogenous background in terms of their age distribution, curriculum exposure, and general English language achievements as recorded in their previous school reports.

3.3.2 Sample and Sampling Technique

Because this study operated within a formal school environment, sampling was constrained by the presence of intact, pre-existing classroom organizations. Consequently, individual randomization was bypassed in favor of a combined purposive (judgmental) and cluster sampling approach to select intact classes.

The selection of the two participating classrooms was bound by two strict control criteria to minimize internal validity contamination. First, both classrooms had to be actively instructed

by the exact same English language teacher, thereby completely neutralizing the "teacher effect" as an external confounding variable. Second, historical academic records and past semester grades were analyzed to ensure that both classes exhibited an identical baseline proficiency trajectory before the experiment.

Applying these parameters, two intact eighth-grade classrooms Class VIII-A and Class VIII-B were selected as the research sample. To prevent selection bias and ensure objective assignment, a random coin-toss procedure was executed at the group level. The outcome of the coin toss assigned Class VIII-A to function as the Experimental Group (comprising students subjected to the IBL syntax) and Class VIII-B to function as the Control Group (comprising students subjected to conventional instruction).

3.4 Techniques and Instruments of Data Collection

This study relies on two types of quantitative data. In line with (Martono, n.d. 2014) framework regarding measurable instruments, data collection is conducted using two primary techniques:

1. Test: To capture cognitive learning outcomes data (pre-test and post-test scores).
2. Questionnaire: To capture quantitative data on students' affective perceptions of the IBL model.

3.4.1 Research Instruments

The quality of research data depends on the rigor of measurement instruments used; hence, the instruments used in this

study were systematically prepared (Siyoto & Sodik, 2015). To capture a holistic view of the treatment's impact, the instrumentation in this study was divided into two distinct functional tools. The following descriptions provide a comprehensive breakdown of each instrument's construct, beginning with the primary objective measure utilized for cognitive evaluation.

3.4.1.1 Cognitive Reading Comprehension Test

The primary data gathering device was a researcher-developed Cognitive Reading Comprehension Test. In accordance with the assessment principles outlined by (Creswell & Creswell, n.d.), this instrument functioned as a direct performance metric to quantify students' absolute textual decoding and processing capabilities within the *Descriptive Text* genre.

To ensure content validity, the test items were meticulously constructed based on a structured test blueprint mapped directly against the reading sub-skills and the cognitive dimensions of the Revised Bloom's Taxonomy. Moving beyond passive Low-Order Thinking Skills (LOTS), the instrument incorporated complex item structures to evaluate Higher-Order Thinking Skills (HOTS), addressing the cognitive domains of Conceptual Understanding (C2), Application (C3), and Analysis (C4). The evaluation matrix focused heavily on five core reading comprehension

indicators: identifying the main idea, locating specific or detailed factual information, deducing vocabulary meanings in context, identifying pronoun references, and drawing logical textual inferences.

The construction of the final test instrument followed a rigorous two-stage validation workflow:

1. Expert Judgment (Content Validation): The initial 50-item multiple-choice draft was submitted to an expert panel consisting of the University Supervising Advisor and the senior institutional English Subject Teacher. This process evaluated the semantic clarity of the stems, the plausibility of distractors, and the alignment of the descriptive passages with the standardized school curriculum (Sugiyono, 2020). Items requiring syntax modifications were refined based on the panel's feedback.
2. Empirical Field Try-Out: The revised 50 item instrument was administered to a non-sample pilot class of eighth-grade students who shared identical demographic and academic attributes with the experimental sample. The try-out data were processed in SPSS to calculate item validity and internal consistency reliability. Item validity was determined using the Pearson Product-Moment Item-Total Correlation formula. Items that failed to cross

the empirical validity threshold (r -calculated > 0.349) or exhibited negative correlations were systematically discarded. Concurrently, instrument reliability was calculated using the Cronbach's Alpha formula.

Following this empirical purging process, exactly 30 multiple-choice items were confirmed as highly valid and internally reliable. These 30 optimized items were locked and utilized identically as both the pre-test and post-test instruments to maintain absolute measurement precision across the timeline of the study.

3.4.1.2 Affective Perspective Questionnaire

The second data gathering instrument was an Affective Perspective Questionnaire, deployed to capture qualitative variations within the emotional and psychological domains that standardized cognitive testing cannot measure (Creswell & Creswell, 2018). This instrument was designed to evaluate the subjective cognitive and affective evaluations held by students regarding their operational experience during the IBL model intervention.

The questionnaire utilized a closed-ended configuration bound by a classic 4-Point Likert Scale format to record the degree of student agreement. The psychological choices were transformed into numerical values as follows:

- 1 = Strongly Disagree (STS)
- 2 = Disagree (TS)
- 3 = Agree (S)
- 4 = Strongly Agree (SS)

To ensure construct validity, the questionnaire items were adapted from validated international instruments, synthesizing the metric frameworks developed by Gani (2025) for student interest and Abdulkareem (2025) for inquiry learning perceptions. The adapted items were categorized into three operational core dimensions:

1. Interest and Engagement: Measuring students' emotional attraction, active participation, and attention spans under the inquiry framework.
2. Perceived Development of Skills: Capturing students' self-evaluations regarding whether the IBL syntax aided their mastery of text structures and reading indicators.
3. Perceived Usefulness and Relevance: Tracking students' perspectives on the practical utility, meaningfulness, and real-world relevance of autonomous inquiry compared to passive memorization.

The adapted items were back-translated into Indonesian to eliminate linguistic ambiguity for the junior high school

demographic, subjected to expert validation, and pilot-tested prior to field deployment.

3.4.2 Data Collecting Procedure

The operational execution of data collection followed a highly structured chronological workflow:

1. Pre-Test Administration: The validated 30-item reading comprehension test was administered simultaneously to both the Experimental Group (Class VIII-A) and the Control Group (Class VIII-B) during a controlled 90-minute testing window. This occurred prior to any instructional intervention to establish baseline cognitive metrics.
2. Experimental Treatment Phase: The treatment phase was executed across a timeline of four distinct instructional sessions, excluding the pre-test and post-test windows. Each session comprised two 45-minute academic hours (90 minutes total per session). Both groups were taught the identical *Descriptive Text* curriculum focusing on three specific sub-topics: describing people, describing animals, and describing historical places. However, their pedagogical delivery models differed completely:
 - The Control Group Classroom: Received conventional instruction. The teacher utilized a standard lecture approach, reading passages aloud, translating vocabulary

line-by-line, and instructing students to passively fill out literal comprehension blanks in their workbooks.

- The Experimental Group Classroom: Received the Inquiry-Based Learning (IBL) treatment under the direct execution of the researcher, adhering strictly to the five-phase standardized inquiry syntax adapted from Pedaste et al. (2015):

- *Orientation:* The teacher projected dynamic unlabelled visual stimuli to activate students' background schemata and create cognitive curiosity.
- *Conceptualization:* Students formulated exploratory research questions regarding the structural and contextual layout of the descriptive topic.
- *Investigation:* Students worked in structured heterogeneous clusters to analyze the texts, deploying colored highlighters to map linguistic features and track reading indicators to answer their self-generated questions.
- *Conclusion:* Student teams processed their textual data, synthesized evidence-based conclusions, and defended their text interpretations before the class.

- *Reflection:* The class collectively reviewed their analytical pathways, while the teacher provided targeted meta-cognitive feedback regarding descriptive structures and grammatical accuracy.
3. **Post-Test Administration:** At the culmination of the treatment cycle, the identical 30-item objective instrument was re-administered simultaneously to both groups under identical testing conditions to record post-intervention cognitive shifts.
 4. **Questionnaire Distribution:** Immediately following the post-test, the Affective Perspective Questionnaire was distributed exclusively to the Experimental Group. The students completed the survey anonymously to ensure authentic, uncoerced responses regarding their psychological perspective on the IBL model.

3.5 Technique of Data Analysis

All quantitative data were analyzed, organized, coded, and entered into SPSS (Statistical Package for the Social Sciences) software to run descriptive and inferential statistical computations.

3.5.1 Descriptive Statistical Analysis

Descriptive statistics were calculated to summarize the basic distributional properties of the cognitive data for both the Experimental and Control groups across the pre-test and post-test timelines. This operation generated values for the Mean ($\bar{X}$),

Median, Mode, Standard Deviation (*SD*), Variance, and the absolute Minimum and Maximum scores.

3.5.2 Prerequisites Assumption Tests

Because inferential hypothesis testing relies on parametric statistics, the post-test data matrices had to satisfy two statistical prerequisite assumptions:

1. Normality Test: Executed using the Shapiro-Wilk algorithm (appropriate for sample sizes below 50). The data distribution was considered normally distributed if the calculated significance value crossed the threshold ($p > 0.05$).
2. Homogeneity Test: Executed using Levene's Test for Equality of Variances. The variance between the experimental and control cohorts was considered homogeneous if the significance value crossed the threshold ($p > 0.05$).

3.5.3 Baseline Equivalence Test

To verify that the Experimental and Control groups were statistically equivalent at the beginning of the study, an Independent Samples t-Test was run on the pre-test scores (O1 and O3). If the calculated p-value was greater than 0.05 ($p > 0.05$), the null hypothesis was accepted, confirming that no significant difference existed between the groups initially, thereby satisfying the baseline equivalence assumption required for a valid quasi-experiment.

3.5.4 Hypothesis Testing and Final Data Analysis

After the assumption tests are fulfilled, the researcher will answer the two research questions using the following procedures:

3.5.4.1 Inferential Statistics for Research Question 1

(Effectiveness & Significance)

To answer the first research question regarding the presence of a statistically significant difference in reading comprehension achievements, two parallel inferential models were computed:

1. Paired Samples t-Test: Conducted within the experimental group to compare O1 against O2, evaluating whether a significant internal cognitive gain occurred post-treatment.
2. Independent Samples t-Test: Conducted between groups to compare the final post-test scores (O2 against O4). A statistically significant difference in favor of the experimental group was confirmed if the t-value significance met the criterion:

$$\text{Sig. (2-tailed)} < 0.05.$$

3.5.4.2 N-Gain Score for Effectiveness Category

To determine the absolute magnitude of the IBL model's effectiveness, a Normalized Gain (N-Gain) analysis was calculated for both groups. The N-Gain score isolates the actual learning growth relative to the maximum possible growth, using the following formula:

$$g = \frac{\text{Post-test Mean} - \text{Pre-test Mean}}{\text{Maximum Ideal Score} - \text{Pre-test Mean}}$$

The calculated individual and classical mean gain values (g) were interpreted using the standardized classification criteria established by Hake (1998), as outlined in Table:

Table 3 N-Gain Score

N-Gain Score	Category
$g > 0.70$	High (Highly Effective)
$0.30 \leq g \leq 0.70$	Medium (Moderately Effective)
$g < 0.30$	Low (Minimally Effective)

3.5.4.3 Descriptive Statistics for Research Question 2 (Perception)

To answer the second research question regarding students' perspectives toward the IBL model, the raw scores from the 5-point Likert scale questionnaire were analyzed using descriptive statistics. The computation generated the Mean Score, Standard Deviation, and Percentage for each individual item and overarching core dimension. The resulting classical mean score was matched against an interval scale interpretation matrix to determine whether the students' perspective fell into the Very Positive, Positive, Neutral, Negative, or Very Negative affective category.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the empirical findings derived from the data collection and provides an in-depth discussion of the analyzed results. It delivers a comprehensive description of the research outcomes, encompassing the chronological implementation of the pedagogical treatments, the descriptive statistics of the pre-test and post-test data, prerequisite tests (normality and homogeneity), parametric hypothesis testing through inferential statistics, Normalized Gain (N-Gain) score analysis, and the results of the student perspective questionnaire regarding the implementation of the Inquiry-Based Learning (IBL) model.

4.1 Research Findings

To provide a comprehensive understanding of the statistical results obtained in this study, the presentation of data begins with a contextual exploration of the empirical fieldwork. The quantitative shifts in students' reading achievement do not exist in a vacuum; rather, they are the direct product of the distinct instructional environments established during the treatment period. Therefore, before exposing the statistical values, the following section outlines the structural implementation of both teaching methods to clarify how the data was generated in the classroom.

4.1.1 Overview of the Pedagogical Treatments

To establish a clear context for the quantitative data, it is necessary to outline the chronological pedagogical treatments administered to both groups during the research. The field

experiment was conducted over three distinct instructional meetings, excluding the pre-test and post-test assessment windows. Each instructional meeting lasted exactly for 80 minutes (2 x 40 minutes), totaling 240 minutes of instructional exposure per class.

Both the experimental and control cohorts were taught the identical *Descriptive Text* curriculum using the same reading topics and texts ("My Favorite Idol: Jonatan Christie", "The Beautiful Mount Bromo", and "My Lovely Pet, Milo") to ensure internal validity. However, the classes were managed through completely contrasting pedagogical delivery models: the Experimental Group was treated using the student-centered Inquiry-Based Learning (IBL) model, whereas the Control Group was taught through a conventional teacher-centered approach (Direct Instruction and Grammar-Translation Method).

4.1.1.1 Treatment Session 1: Describing People (Focus: Generic Structure and Main Idea)

The first meeting focused on introducing the definition, social functions, and foundational generic structures of descriptive text, with a cognitive emphasis on identifying main ideas. The text utilized for both classes was "My Favorite Idol: Jonatan Christie".

- a. Experimental Group: In the experimental class, learning activities were systematically structured around the operational phases of the Inquiry-Based Learning cycle:
 - Pre-Activity (10 Minutes): The researcher opened the session

with greetings, prayers, and an attendance check. Brainstorming was initiated by asking exploratory questions: *"Do you have a favorite idol? How do they look?"* to activate the students' schematic background knowledge and stimulate interest. The researcher then clearly explained the day's learning objectives.

- Main Activity (60 Minutes):

Phase 1: Orientation (Observation): The researcher displayed a prominent picture of a famous athlete (Jonatan Christie) and distributed a short descriptive text entitled "My Favorite Idol". Students observed the visual media and skimmed the text layout.

Phase 2: Formulating the Problem (Questioning): The researcher guided students to construct analytical questions about the text, leading them to ask: "What is the text about?", "What does he look like?", and "What is the purpose of the text?".

Phase 3: Formulating Hypotheses: Before analyzing the text, students made logical guesses and predictions about the answers based on their prior knowledge and a brief scanning of the paragraphs.

Phase 4: Collecting Data (Exploration/Reading): Students were organized into pairs to conduct intensive reading. They examined the paragraphs to identify the main ideas and

specific information, mapped the structural layout (separating Identification from Description), noted unfamiliar vocabulary, and derived meanings directly from the sentence context.

Phase 5: Testing Hypotheses (Analysis): Pair clusters discussed their findings, comparing their initial hypotheses with the textual facts. They completed the reading comprehension worksheet containing objective structural questions provided by the researcher to verify their predictions.

Phase 6: Formulating Conclusions: The researcher and students reviewed the worksheet answers together. Students generated their own conclusions regarding how a main idea is constructed and how the generic structure is partitioned.

- Post-Activity (10 Minutes): The researcher and students summarized the lesson. The researcher provided constructive feedback and positive reinforcement, and closed the meeting by introducing the next topic.
- Inquiry Syntax Analysis: In this first meeting, Phase 2 (Formulating the Problem) and Phase 4 (Collecting Data) played a crucial role. By forcing students to ask questions and search for answers in pairs rather than receiving the translation directly, students developed a cognitive habit of active structural analysis, which explains their strong

performance in identifying the main idea during the post-test.

b. Control Group: In the control class, the identical reading material was delivered using a rigid teacher-centered approach:

- Pre-Activity (10 Minutes): The teacher greeted the class, led a prayer, checked attendance, and stated the topic on the board: Descriptive Text (Describing People).

- Main Activity (60 Minutes):

Explanation: The teacher directly lectured on the definition, purpose, and generic structures (Identification and Description) of descriptive text using the whiteboard, while students passively took notes.

Reading & Translating: The teacher distributed the text "My Favorite Idol: Jonatan Christie", read it aloud, and commanded the students to repeat line-by-line. The teacher then translated the difficult words and sentences into Indonesian.

Guided Practice: The teacher explicitly pointed out which section was the Identification paragraph and which was the Description paragraph.

Doing Exercise: Students worked individually to complete the worksheet containing the same 5 comprehension questions as the experimental class.

Checking Answers: The teacher corrected the worksheets. If a student made an error, the teacher directly gave the correct

answer on the whiteboard, leaving no room for student discovery.

- Post-Activity (10 Minutes): The teacher summarized the material and closed the session with a prayer.

4.1.1.2 Treatment Session 2: Describing Places (Focus: Specific Information and Language Features)

The second meeting was designed to improve students' ability to locate specific detailed information and evaluate linguistic features, specifically simple present tense and descriptive adjectives. The text used was "The Beautiful Mount Bromo".

a. Experimental Group: In the experimental class, learning activities were systematically structured around the operational phases of the Inquiry-Based Learning cycle:

- Pre-Activity (10 Minutes): Following the opening routine, the researcher reviewed the generic structures learned in Meeting 1. The researcher displayed a photograph of Mount Bromo and prompted the students: "Have you ever been here? What can you see there?" to establish a contextual link.

- Main Activity (60 Minutes):

Phase 1: Orientation (Observation): The researcher distributed the descriptive text "Mount Bromo" to the students.

Phase 2: Formulating the Problem (Questioning): Students were challenged to formulate questions regarding specific

details, such as: "Where is it located?", "Why do people visit it?", and "What adjectives are used in the text?".

Phase 3: Formulating Hypotheses: Students predicted the specific details and characteristics of the place using the title and visual cues.

Phase 4: Collecting Data (Exploration/Reading): Students were grouped into small collaborative clusters of 3 to 4 participants. They read the text thoroughly, acting as "information hunters" to locate specific details. They used colored highlighters to categorize simple present tense sentences and descriptive adjectives (e.g., beautiful, cold, amazing).

Phase 5: Testing Hypotheses (Analysis): The clusters discussed the meaning of sentences and resolved the reading comprehension worksheet together, validating their initial predictions against the empirical evidence they highlighted.

Phase 6: Formulating Conclusions: Selected groups presented their findings regarding the adjectives and specific details found in the text. The researcher provided reinforcement regarding the grammatical function of language features.

- Post-Activity (10 Minutes): The students reflected on their learning experience using self-reflection questions, followed by a closing prayer and greeting.

- Inquiry Syntax Analysis: The "Information Hunting" activity conducted during Phase 4 (Collecting Data) directly addresses the cognitive development of scanning skills. By actively highlighting adjectives and locations, students trained their visual and cognitive focus to isolate specific factual attributes from the text. This specific tactical intervention explains why "Identifying Specific Information" scored the highest achievement gap (17.9 points) in the post-test results.

b. Control Group: After greeting and checking attendance, the teacher reviewed the generic structure of descriptive text.

- Pre-Activity (10 Minutes): After greeting and checking attendance, the teacher reviewed the generic structure of descriptive text.

- Main Activity (60 Minutes):

Explanation: The teacher wrote the structural formulas of the Simple Present Tense on the whiteboard and provided a verbal definition of adjectives.

Reading & Translating: The teacher distributed "The Beautiful Mount Bromo" and translated the text sentence-by-sentence into Indonesian while the students wrote the translation in their notebooks.

Guided Practice: The teacher explicitly highlighted examples of simple present tense verbs and adjectives directly from the text.

Doing Exercise: Students completed the worksheet individually or with their deskmates to locate specific details based on the translation provided by the teacher.

Checking Answers: The teacher read out the correct answers, and the students corrected their own worksheets accordingly without engaging in critical discussion.

- Post-Activity (10 Minutes): The teacher answered brief student questions and concluded with a closing prayer.

4.1.1.3 Treatment Session 3: Describing Animals (Focus: Inference and Vocabulary in Context)

a. Experimental Group Implementation (IBL Model)

- Pre-Activity (10 Minutes): After the initial opening routine, the researcher conducted a warm-up activity where students solved animal riddles to activate their descriptive thinking and vocabulary recall.

- Main Activity (60 Minutes):

Phase 1: Orientation (Observation): Students received and read the text "My Lovely Cat".

Phase 2: Formulating the Problem (Questioning): The researcher introduced a conceptual prompt: "Sometimes, the text doesn't tell us everything directly. What hidden

information (implicit meaning) can we find?".

Phase 3: Formulating Hypotheses: Students guessed the specific traits, behaviors, or habits of the animal based on visual clues and personal experiences before analyzing the full text.

Phase 4: Collecting Data (Exploration/Reading): Students worked independently to analyze the text. They focused on finding contextual synonyms or antonyms, tracing pronoun references (e.g., determining what the word "it" in paragraph 2 referred to), and inferring implicit meanings from the passage.

Phase 5: Testing Hypotheses (Analysis): Students answered an independent reading comprehension quiz and then cross-checked their answers with a partner to discuss differences in interpretation.

Phase 6: Formulating Conclusions: Students presented their conclusions about the text's implicit meaning and summarized the core characteristics of descriptive text as a whole.

- Post-Activity (10 Minutes): The researcher summarized the material across all three meetings, administered the teacher-student reflection sheet, reminded students to prepare for the upcoming post-test, and closed the session with a prayer.
- Inquiry Syntax Analysis: Phase 4 in this meeting shifted

students from group-dependence to independent analytical reading. Forcing students to solve pronoun references and contextual vocabulary independently during the exploration phase built cognitive self-reliance. Although vocabulary remained a challenging indicator, this strategic independent inquiry phase successfully generated a 16.0-point lead over the control group.

b. Control Group Implementation (Conventional Method)

- Pre-Activity (10 Minutes): The teacher greeted the class, led a prayer, checked attendance, and introduced the final topic: Descriptive Text (Describing Animals).

- Main Activity (60 Minutes):

Explanation: The teacher distributed the text "My Lovely Pet, Milo".

Reading & Translating: The teacher called on a few students to read paragraphs aloud, corrected their pronunciation, and translated the entire text into Indonesian. The teacher explicitly defined difficult vocabulary words (e.g., fluffy, thick, rub) on the whiteboard.

Doing Exercise: Students completed the reading comprehension worksheet individually. Because the text had been translated entirely by the teacher, they simply located the answers directly from their literal notes.

Checking Answers: The teacher dictated the correct answers

for the implicit and reference questions, ensuring all students copied identical notes into their books without performing any independent cognitive deduction.

- Post-Activity (10 Minutes): The teacher instructed the students to study all three texts in their notebooks to prepare for the post-test. The meeting concluded with a closing prayer and farewell.

4.1.2 Descriptive Statistics

Cognitive data were gathered from a total sample of 55 eighth-grade students at SMPI X, Pasuruan. This sample consisted of 28 students in the Experimental Group and 27 students in the Control Group.

In this study, cognitive ability is operationally defined as the students' mental capacity to decode, process, analyze, and evaluate written English texts, specifically within the *Descriptive Text* genre. This ability was measured through a 30-item objective test assessing reading comprehension sub-skills mapped against the lower and higher-order cognitive domains of the Revised Bloom's Taxonomy (Conceptual Understanding [C2], Application [C3], and Analysis [C4]).

Statistical descriptions include the minimum scores, maximum scores, and mean scores to illustrate the students' general reading comprehension proficiencies before and after the pedagogical intervention. A detailed statistical summary of the

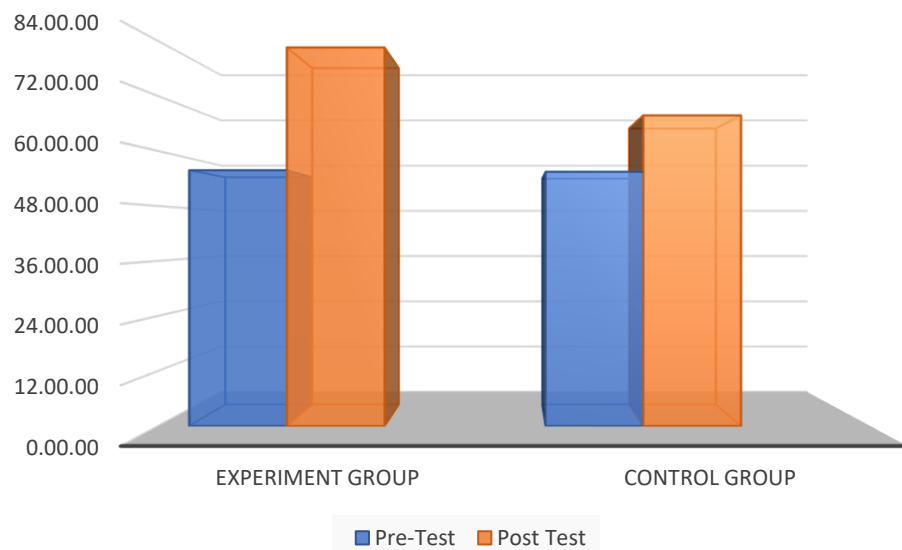
students' reading scores is presented in Table below :

Table 4 Summary of Students' Reading Comprehension Scores

Group	Test	Minimum Score	Maximum Score	Mean
Experimental (IBL)	Pre-Test	48	63	55.46
	Post-Test	75	89	82.32
Control (Conventional)	Pre-Test	47	63	55.26
	Post-Test	60	74	67.44

While the numerical data in Table 4 outlines the exact boundaries of student scores, a visual representation is necessary to highlight the trajectory of learning growth between the two cohorts. To illustrate the comparison of the students' mean scores more clearly, Figure 1 displays the progress from the pre-test to the post-test windows.

Figure 1 Students' Mean Score of Pre-test and Post-test



Nevertheless, there were some differences found after the pedagogical intervention was implemented. As visualized in the chart above, before the implementation of the intervention, the level

of reading skill in both groups was relatively similar and noticeably low. The mean pre-test score for the experimental cohort was 55.46, while the control cohort exhibited a nearly identical mean score of 55.26. Both groups shared a similar score range, and every student scored well below the school's Minimum Passing Criteria (*Kriteria Ketuntasan Minimal* / KKM) of 75. This baseline data indicates that initially, there was no group that possessed an academic edge over the other.

However, highly divergent outcomes were recorded following the pedagogical intervention. The experimental group, where the IBL model was used, demonstrated an obvious increase in students' cognitive ability; their mean score became 82.32, with the highest score reaching 89 and the minimum score resting exactly at the KKM threshold of 75. Conversely, the control group using the conventional teaching method exhibited only a minimal increase. Their mean score became 67.44, with a maximum score of 74 and a minimum score of 60, which means the vast majority of them failed to pass the test.

4.1.3 Score Distribution Analysis

To provide a more granular breakdown of student progress regarding reading comprehension skills, the researcher classified the raw scores into four distinct achievement categories: Excellent, Good, Fair, and Poor. The resulting frequency and percentage distributions are detailed below.

4.1.3.1 Experimental Group Score Distribution

The categorical shifts within the experimental cohort before and after the inquiry-based treatment are displayed in Table:

Table 5 Score Distribution of the Experimental Group (N=28)

Score Range	Category	Pre-test Frequency	Percentage (%)	Post-test Frequency	Percentage (%)
86-100	Excellent	0	0%	7	25%
71-85	Good	0	0%	21	75%
56-70	Fair	14	50%	0	0%
≤ 55	Poor	14	50%	0	0%
Total		28	100%	28	100%

Based on Table 5, it can be seen that there is indeed statistical evidence of cognitive development among the experimental group. From the pre-test scores, all 28 students (100%) belonged to the "Poor" (50%) and "Fair" (50%) groups, signifying that there was initially a lack of competence among the students in reading comprehension before implementing the instructional strategy. After utilizing the IBL approach, there is a clear development in the post-test scores. None of the students were found to belong to the lower groups. The whole class was able to exceed the pass mark, where most (75% or 21 students) were able to get to the "Good" group, while the rest (25% or 7 students) were able to get the "Excellent" group.

4.1.3.2 Control Group Score Distribution

The categorical distribution for the control cohort across the same timeline is presented in Table:

Table 6 Score Distribution of the Control Group (N=27)

Score Range	Category	Pre-test Frequency	Percentage (%)	Post-test Frequency	Percentage (%)
86-100	Excellent	0	0%	0	0%
71-85	Good	0	0%	7	25.93%
56-70	Fair	14	51.85%	20	74.07%
≤ 55	Poor	13	48.15%	0	0%
Total		27	100%	27	100%

In contrast, Table 6 illustrates the distribution of scores for the control group. On the pre-test, their initial abilities were nearly identical to those of the experimental group, with 100% of students falling into the “Fair” (51.85%) and “Poor” (48.15%) categories. While there was a slight improvement from pre-test to post-test with no students remaining in the “Poor” category the change was not as dramatic as that seen in the experimental group. After being taught using conventional methods, the majority of students (74.07% or 20 students) remained stuck in the “Fair” category, and no students at all (0%) were able to reach the “Very Good” level. Only a small proportion (25.93% or 7 students) managed to move into the “Good” category.

The striking difference in the distribution of scores between these two groups further strengthens the evidence that the Inquiry-Based Learning model has a much stronger pedagogical impact than conventional teacher-centered instruction. (The complete and detailed scores of each student, from both the

experimental and control groups, can be seen in Appendix 10 Students' Score of Pre-Test & Post-Test).

4.1.4 Prerequisites Assumption Tests

Before proceeding to hypothesis testing using parametric inferential statistics (t-test), prerequisite tests are necessary to ensure that the data are normally distributed and have equal variance between groups are strictly met. These prerequisite tests consist of the Normality Test and the Homogeneity Test.

4.1.4.1 Normality Test

The normality test determines whether the pre-test and post-test score distributions within both groups conform to a normal distribution curve. Because the sample size within each class was fewer than 50 students ($N < 50$), the Shapiro-Wilk algorithm was applied within IBM SPSS Statistics. The operational decision rule states that a data distribution is normal if the asymptotic Significance Value (Sig. or p -value) is greater than the standard alpha level of 0.05 ($p > 0.05$). Based on the SPSS output, The empirical results of the Shapiro-Wilk test are summarized as follows:

- The pre-test Significance value in the experimental group was 0.482 ($p > 0.05$).
- The pre-test Significance value in the control group was 0.350 ($p > 0.05$).
- The post-test Significance value in the experimental group was

0.726 ($p > 0.05$).

- The post-test significance value for the control group was 0.369 ($p > 0.05$).

Since all calculated significance values far exceed the threshold of 0.05, the Null Hypothesis for the normality test is accepted. It can be confidently concluded that the reading comprehension data from both groups represent a normally

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	Experiment	,077	28	,200*	,966	28	,482
	Control	,089	27	,200*	,959	27	,350
Post_Test	Experiment	,086	28	,200*	,975	28	,726
	Control	,110	27	,200*	,960	27	,369

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction
distributed population.

Table 7 Tests of Normality

4.1.4.2 Homogeneity Test

The homogeneity test aims to determine whether the data variances between the experimental and control groups are equal (homogeneous), thus ensuring that the two groups can be compared. Researcher used Levene's Test for Equality of Variances in SPSS software. Data variances are considered homogeneous if the Sig. value is greater than 0.05 ($p > 0.05$).

Based on SPSS computational analysis, the Sig. value obtained from Levene's test for the post-test data is 0.692. Since

0.692 > 0.05, the variances between the experimental and control groups are proven to be homogeneous. Consequently, the assumptions for using the Independent Samples t-test have been perfectly met.

4.1.5 Hypothesis Testing and Effectiveness Analysis

After verifying that the data were normal and homogeneous, the researcher conducted the main hypothesis testing and further effectiveness analysis to directly answer the research questions that had been formulated.

4.1.5.1 Independent Sample T-Test (Cognitive Data)

The researcher used an Independent Samples t-Test to determine whether there was a significant difference in learning outcomes between students taught using the Inquiry-Based Learning (IBL) model and students taught using conventional methods. The general rule is that if the Sig. (two-tailed) value is <0.05, then the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

Based on the analysis of post-test scores using SPSS, the results showed that the Sig. (two-tailed) value was 0.000. Since 0.000 is less than 0.05 ($0.000 < 0.05$), it can be strongly concluded that H_0 is rejected and H_a is accepted. This means that there is a very significant difference in English reading learning outcomes between the experimental and control groups. In conclusion, the Inquiry-Based Learning (IBL)

model is effective in improving the English learning outcomes of secondary school students. The output of this computation is presented in Table below :

Table 8 Independent sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal variances assumed	,158	,692	13,888	53	,000	14,806	1,066	12,667	16,944
	Equal variances not assumed			13,872	52,465	,000	14,806	1,067	12,664	16,947

As detailed in Table 8, the Independent Samples t-test yielded a Sig. (2-tailed) value of 0.000 under the row for equal variances assumed. Because this value is lower than the alpha threshold ($0.000 < 0.05$), H_0 is rejected and H_a is accepted. This indicates a highly significant difference in English reading achievements between the experimental group taught with IBL and the control group taught with conventional methods. The substantial mean difference (MD = 14.806) underscores that the IBL model is highly effective at improving reading outcomes.

4.1.5.2 Normalized Gain (N-Gain) Score Analysis

Although the t-test indicates significance, it does not describe the magnitude or practical extent of the improvement.

Therefore, to determine the effectiveness of the IBL implementation, the researchers calculated the Normalized Gain (N-Gain) score for the experimental group. This formula measures the actual score increase compared to the maximum possible increase. The calculation was performed using the following formula:

$$g = \frac{\text{Post-test Mean} - \text{Pre-test Mean}}{\text{Maximum Ideal Score} - \text{Pre-test Mean}}$$

Based on empirical data obtained from the experimental group, the calculations are outlined step by step as follows:

$$g = \frac{82.32 - 55.46}{100 - 55.46}$$

$$g = \frac{26.48}{44.54}$$

$$g = 0.60$$

According to the standardized N-Gain interpretation framework established by Hake (1998), an index value of $g = 0.60$ falls within the range of $0.30 \leq g \leq 0.70$, classifying it as a Medium (Moderately Effective) effect. Within educational research, a medium N-Gain score indicates a substantial and meaningful improvement that can reliably shift a classroom average from a failing tier to a strong passing tier.

4.1.5.3 Reading Comprehension Indicators Analysis

In order to gain more insight into the effects of the Inquiry-Based Learning (IBL) model on certain reading skills, scientists conducted an analysis of the average post-test score

for five different reading skills, namely the ability to identify main ideas, specific information, general structures, vocabulary, and references. A table showing a comparison of the average scores according to the five indicators is provided below:

Table 9 Students' Mean Scores per Reading Indicator

No.	Reading Indicators	Experimental Group (Mean)	Control Group (Mean)	Gap
1	Identifying Main Idea	87.5	70.0	17.5
2	Identifying Specific Information	89.3	71.4	17.9
3	Identifying Generic Structure (inference)	82.4	66.0	16.4
4	Vocabulary in Context	80.7	64.7	16.0
5	Determining Reference	85.0	68.0	17.0

Table 9 presents a comprehensive breakdown of student performance across five essential reading comprehension indicators: identifying main ideas, identifying specific information, identifying general structure (drawing conclusions), understanding vocabulary in context, and determining references. A detailed analysis aims at finding out what specific reading skills have shown the most significant improvements due to applying the Inquiry-Based Learning (IBL) model. From the empirical evidence, it follows that the students of the experimental group, who had been taught using the IBL approach, showed higher results than those in the control group in all five indicators. The average scores of the

experimental group varied between 80.7 and 89.3, while the average scores of the control group varied between 64.7 and 71.4. This consistent gap indicates that the pedagogical benefits of IBL are not limited to one specific skill but extend across the entire reading comprehension spectrum.

1. Identifying Specific Information

The first important outcome of the study is associated with the indicator "Identifying Specific Information". In this case, the experimental group demonstrated the highest mean score – 89.3. This was a 17.9-point advantage over the control group that scored 71.4. It may be concluded that using the inquiry-based learning syntax, especially its inquiry stage, made it possible to train students to filter and find specific information in the Descriptive Text.

2. Identifying Main Ideas and Determining References

Secondly, the experimental group demonstrated good performance when it comes to the indicators "Identifying Main Ideas" and "Determining References". The mean scores were 87.5 and 85.0, correspondingly. The gaps between the two groups were 17.5 points and 17.0 points, respectively. This outcome suggests that the collaborative Conceptualization and questioning stages helped students better understand textual themes and map relationships between pronouns and their antecedents.

3. Identifying Common Structures and Vocabulary

While these indicators recorded lower absolute means within the experimental group (82.4 and 80.7), they still showed notable progress compared to the control group, with gaps of 16.4 and 16.0 points respectively. Vocabulary in context remained the most challenging sub-skill for eighth graders, yet the cooperative problem-solving inherent in IBL proved more effective than traditional rote translation techniques.

In conclusion, It is clear from the results depicted in Table 10 that the IBL model is an excellent model to use when teaching reading since not only do overall performances improve, but there is also an improvement in specific skills related to searching for details, synthesis of ideas, and analysis of text.

4.1.6 Student's Perception Questionnaire (Affective Data) Result

To complement the cognitive findings, a closed-ended perspective questionnaire was administered to the 28 students of the experimental group to evaluate the affective domain. In alignment with the mathematical structure of a 4-point Likert scale (omitting a neutral option to encourage definitive responses), the absolute maximum ideal score for the 10-item instrument was 1120 (28 students x 10 items x 4 maximum points). The cumulative raw score across all student sheets totaled 936.

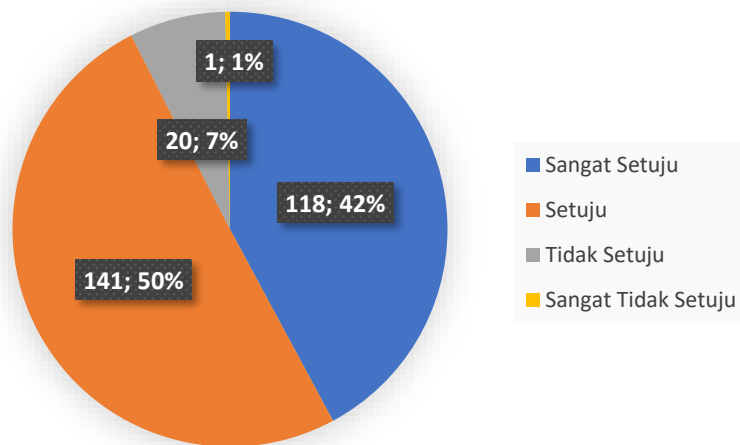
$$\text{Percentage} = \frac{\text{Obtained Score}}{\text{Ideal Score}} \times 100\%$$

$$\text{Percentage} = \frac{936}{1120} \times 100\%$$

$$\text{Percentage} = 83.57\%$$

Based on the percentage criteria, a score of 83.57% falls into the "Very Positive" category. This finding supports the results of the cognitive test, which showed that students not only improved their reading scores but also greatly enjoyed and felt helped by the implementation of the Inquiry-Based Learning model in the classroom.

Figure 2 Pie Chart Questionnaire affective data



A detailed, item-by-item breakdown of the questionnaire results is presented in Table below :

Table 10 The Result of Students' Questionnaire (Experimental Group)

Item	Statement/Indicator	Total Score	Mean	Percentage	Category
Q1	I like learning English reading using the IBL method.	93	3.32	83.04%	Very Positive
Q2	The IBL method makes me more motivated to	93	3.32	83.04%	Very Positive

	learn.				
Q3	IBL helps me understand Descriptive Text better.	95	3.43	85.71%	Very Positive
Q4	I can easily find the main idea of the text using IBL.	94	3.36	83.93%	Very Positive
Q5	I can easily find specific information in the text using IBL.	92	3.29	82.14%	Very Positive
Q6	The steps in IBL (questioning, observing, and concluding) are fun.	105	3.75	93.75%	Very Positive
Q7	IBL makes me think more critically about the text.	91	3.25	81.25%	Very Positive
Q8	I enjoy discussing with my friends during the IBL process.	92	3.29	82.15%	Very Positive
Q9	I am not afraid to ask the teacher questions during the IBL class.	89	3.18	79.46%	Positive
Q10	Overall, I want my English teacher to keep using the IBL method.	91	3.25	83.57%	Very Positive

Based on Table 10, it is clear that the implementation of the Inquiry-Based Learning (IBL) model received a very positive response from students. The overall percentage reached 83.57%, which falls into the “Very Positive” category.

A detailed analysis of the items revealed several significant findings that strongly support the cognitive test results. The highest consensus was achieved on item Q6, which reached a score of 105 (93.75%). This confirms that students found the operational phases of the inquiry cycle questioning, observing, and concluding engaging and enjoyable. This positive perception supports the high cognitive gains recorded in the *Investigation* phase, where students actively examined text structures rather than passively receiving information.

Conversely, the lowest relative percentage was recorded on item Q9, which obtained 79.46% (falling into the "Positive" category). This score

indicates that while students generally felt supported, a few participants still experienced some hesitation or traditional shyness when initiating direct questions to the teacher. Nevertheless, because all items scored above 79%, the data indicates that the collaborative inquiry framework succeeded in establishing an encouraging, low-anxiety classroom environment.

4.2 Discussion

This section provides an integrative theoretical synthesis connecting the computed statistical outputs with the foundational literature established in Chapter II to resolve the core research objectives.

4.2.1 The Cognitive Effectiveness of IBL and the Influence of Syntax

The statistical calculations confirm a significant improvement in reading comprehension within the experimental group (Mean: 82.32, N-Gain: 0.60, Significance: 0.000). The meaning of this finding is clear: Inquiry-Based Learning is cognitively superior to conventional methods because it transforms reading from a passive, mechanical decoding task into an active, student-centered investigation. This aligns directly with John Dewey's classic constructivist theory, which posits that sustainable knowledge is actively constructed by learners through direct engagement and problem-solving, rather than being passively received from an instructor.

The direct reason for this cognitive leap lies in the execution of the formalized IBL syntax (Pedaste et al., 2015). Under conventional

instruction, students in the control group remained trapped in passive routines, relying on teacher-led translations. In contrast, the experimental class actively manipulated text structures through the core phases of the inquiry cycle:

1. Orientation & Conceptualization: Instead of receiving flat vocabulary lists, students formulated their own exploratory questions about the descriptive passages. This activated their prior knowledge (*schemata*) and established a clear purpose for reading.
2. Investigation: Students worked in peer clusters to actively examine text features, isolate adjectives, and analyze simple present tense markers. This active processing directly explains why the experimental group achieved its largest cognitive gap (17.9 points) in the indicator "Identifying Specific Information." Transforming students into active text investigators trained their scanning skills far more effectively than traditional textbook decoding.

However, the findings also show that "Vocabulary in Context" was the most difficult indicator for both groups, returning the lowest post-test mean score (80.7) in the experimental group. The implication of this result is that while an inquiry cycle can rapidly improve structural scanning and reading strategy mastery, resolving deeper vocabulary deficits requires more time and sustained reading practice. Nevertheless, the experimental group still significantly

outperformed the control group in this domain, proving that inferring vocabulary meanings through contextual peer discussion is far more effective than traditional rote memorization.

These findings are consistent with and extend the boundaries of existing literature. Prior studies by Cahya & Katemba, (2023) and Yusrarti et al. (2025) established that inquiry cycles help learners develop text analysis skills and independent reading capabilities. However, those studies focused primarily on public school settings and general cognitive benefits. This research extends the literature by demonstrating that the IBL model remains effective within the distinct ecosystem of a private Islamic junior high school (*SMPI*). Furthermore, the results corroborate the conclusions of Kadiwone et al. (2022) by proving that substantial cognitive gains occur simultaneously with positive affective transformations.

4.2.2 Students' Perspective (The Affective Impact)

The second significant finding of this study is the high student perception rating, which reached a cumulative index of 83.57% ("Very Positive"). The meaning of this result can be explained through Stephen Krashen's Affective Filter Hypothesis. Language acquisition theory establishes that cognitive input cannot be processed if a student experiences psychological barriers such as boredom, low motivation, or a fear of making mistakes. Traditional teacher-centered reading routines often raise this affective filter, causing students to disengage.

The implementation of the IBL model successfully lowered this

affective filter. By transitioning the teacher into a facilitating role and highlighting peer collaboration during the *Investigation* stage, classroom anxiety was minimized. Students no longer felt isolated or pressured by direct teacher scrutiny; instead, they felt supported by their learning clusters. This supportive environment lowered their affective filters, allowing comprehensive input to be processed with high enthusiasm and zero anxiety. These observations align with research by Seam (2025), which notes that inquiry-driven activities foster intrinsic motivation and transform reading into an intellectually engaging task.

4.2.3 Alignment with Islamic Educational Philosophy as a Contextual Implication

Note on Research Framework: It is important to clarify that while the relationship between IBL and Islamic philosophy was not formulated as an independent, standalone Research Question, discussing this alignment is essential as a contextual implication of conducting an experimental study within an Islamic junior high school (SMPI) environment. This synthesis explains why a modern constructivist approach harmonizes naturally with the institutional identity and learning culture of SMPI X.

The successful application of the IBL model highlights a profound compatibility between modern educational models and Islamic educational philosophy. The core processes of inquiry questioning, systematic observation, and independent investigation closely reflect the Qur'anic concept of *tafakkur* (deep reflection).

As noted in Chapter I, the Qur'an commends the *Ulul Albab* (people of understanding) for actively reflecting (*yatafakkarun*) on the phenomena around them:

"Who remember Allah while standing or sitting or [lying] on their sides and give thought to the creation of the heavens and the earth..."
(Q.S. Ali 'Imran [3]:191)

Implementing the IBL model allows educators to encourage these reflective practices within an academic framework. Rather than being trained to accept text passively through blind compliance (*taqlid*), students are guided to explore, question, and construct meaning independently. Consequently, the IBL model not only helps improve reading comprehension scores but also supports the critical thinking habits central to an intellectual Islamic educational tradition.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the definitive conclusions drawn from the comprehensive research findings and thematic discussions outlined in the previous chapter. The conclusions are systematically structured to provide direct, mathematically proven, and psychologically grounded answers to the primary research questions formulated in Chapter I. Furthermore, based on these empirical outcomes and the pedagogical realities observed in the field, several practical, targeted, and data-driven suggestions are offered for English teachers, students, and future researchers.

5.1 Conclusions

Based on the comprehensive results of the descriptive and inferential statistical data analysis, operational hypothesis testing, and the thematic triangulation of the questionnaire responses regarding the implementation of the Inquiry-Based Learning (IBL) model for the eighth-grade students at SMPI X, Pasuruan, the conclusions are articulated as follows:

5.1.1 The Effectiveness of Inquiry-Based Learning Model on Students' Reading Comprehension

The first conclusion provides a definitive answer to the primary research question regarding whether the implementation of the Inquiry-Based Learning (IBL) model significantly and effectively improves students' reading comprehension performance on Descriptive Text compared to the conventional teaching method. The rigorous empirical data collected and analyzed in this study confirms that the Inquiry-Based

Learning model is highly effective in enhancing the cognitive reading capacities of EFL learners.

The inferential statistical analysis utilizing the Independent Samples t-test on the post-test scores yielded a 2-tailed significance value (p-value) of 0.000. Because this value is strictly lower than the standard significance threshold ($0.000 < 0.05$), the Null Hypothesis (H_0) is triumphantly rejected, and the Alternative Hypothesis (H_a) is accepted. This mathematically proves that there is a statistically significant difference in reading comprehension achievement between students taught through the IBL model and those taught through conventional methods.

Furthermore, descriptive statistics reveal a highly divergent trajectory of learning growth between the two classes. The Experimental Group, which started from a baseline pre-test mean score of 55.46 (well below the school's Minimum Passing Criteria / KKM of 75), experienced a dramatic upward surge to a post-test mean score of 82.32. In sharp contrast, the Control Group which relied on teacher-centered translation and passive memorization started from an identical pre-test baseline of 55.26 but only crept up to a post-test mean score of 67.44, leaving the vast majority of its students in a state of academic failure.

The magnitude of this pedagogical impact is further validated by the calculation of the Normalized Gain (N-Gain) score for the Experimental Group, which resulted in an index of 0.60. This places the instructional effectiveness of the IBL model firmly within the Medium (Moderately Effective) category, demonstrating that the inquiry framework yields a

highly consistent and stable rate of academic progress across the student cohort.

At the micro indicator level, the structured phases of the IBL syntax exerted their most powerful cognitive impact on the sub-skill of Identifying Specific Information, which reached the highest post-test average of 89.3. This occurred because the data collection phase forced students to actively scan texts as "information hunters" rather than waiting for the teacher to write down translations. Conversely, while *Vocabulary in Context* remained the absolute most challenging indicator for EFL learners due to foreign language barriers, the active, contextual guessing mechanism embedded in the inquiry cycle still proved vastly superior in building word-retention compared to the rote, word-for-word translation strategies used in the control class. This finding supports the principles of constructivism proposed by Dewey (1976).

5.1.2 Students' Perspectives Toward the Implementation of Inquiry-Based Learning Model

The second conclusion addresses the auxiliary research question regarding the qualitative nature of the students' internal perspectives, attitudes, and psychological experiences when learning reading comprehension through the Inquiry-Based Learning framework. The empirical data generated from the 20-item closed-ended questionnaire demonstrates that the students developed an overwhelmingly positive and receptive perspective toward this instructional model. This conclusion is strongly supported by the exceptional quantitative approval rate, where the cumulative percentage index derived from the

questionnaire reached a substantial 83.57%. According to the established Likert-scale interpretation criteria, this specific index places the collective student attitude squarely within the Very Positive range, indicating a deep, uniform acceptance of the method across different student capability levels.

The detailed responses show that the structural shift from a rigid, competitive classroom to a collaborative, inquiry-driven environment dramatically altered the students' psychological state. The collaborative peer-group structures utilized during the hypothesis testing phase successfully minimized classroom anxiety, alleviated stress, and neutralized the fear of making errors. By removing these affective barriers, the students stopped viewing reading tasks as boring penalties and began treating them as engaging intellectual challenges.

Students explicitly reported that the sequential phases of the inquiry cycle—ranging from analyzing visual media orientation to independently formulating concluding text summaries were highly engaging, fun, and empowering. The strategy successfully stimulated their natural curiosity and transformed them from passive, silent observers who merely copied text translations into active, self-directed constructors of meaning.

Although the data revealed minor operational challenges, such as a lingering, culturally-influenced shyness among a small minority of students when attempting to initiate direct questions to the teacher during the problem formulation phase, this did not disrupt the general learning dynamic. The students' final reflective outputs explicitly communicated an eager desire for the

IBL model to be permanently integrated into their daily English reading curriculum.

5.2 Suggestions

In light of the exhaustive conclusions and empirical data trends presented above, several highly specific, actionable, and data-driven recommendations are proposed for pedagogical stakeholders:

5.2.1 For English Teachers

The implementation of the Inquiry-Based Learning (IBL) model is strongly recommended as a foundational pedagogy for English teachers, particularly those operating in junior high school settings, to eradicate passive classroom habits. This active paradigm is highly essential for teachers to fulfill the current mandates of the Indonesian Merdeka Curriculum (Kementerian Pendidikan dan Kebudayaan, 2022), which demands student-centered, critical thinking-oriented learning environments. To maximize the field success of this model, teachers must completely abandon the traditional role of a dictating instructor and transition into an active facilitator. During the crucial data collection and exploration phases, the teacher must physically navigate the classroom, actively monitoring student clusters, providing strategic prompts, and scaffolding their attention to ensure that students do not lose focus or misinterpret complex textual structures.

Additionally, because the quantitative findings pinpointed Vocabulary in Context as the most difficult reading indicator for students, teachers should never launch an inquiry cycle into a text

that is entirely oversaturated with unfamiliar words. Teachers are advised to inject a brief, targeted vocabulary pre-teaching or structural scaffolding mini-lesson right before the inquiry begins, ensuring that students possess the basic lexical tools necessary to decipher macro-textual meanings without getting bogged down by individual words. Precision in time management is also vital; teachers must strictly adhere to structured time limits for each inquiry phase to prevent students from spending excessive time on brainstorming or hypothesis testing, thereby protecting the time allocated for the final conclusion and evaluation phases.

5.2.2 For Students

Students are highly encouraged to deliberately shift their academic mindset from being passive, dependent consumers of information to becoming proactive, self-reliant architects of their own knowledge. They must cultivate strategic curiosity by using the problem formulation phase to build up their personal confidence in asking critical, text-based questions rather than waiting for the teacher to supply answers.

Furthermore, students must maximize peer collaboration and view group investigations not as social free-time, but as collective cognitive exercises where they can actively share insights, cross-examine hypotheses, and learn reading strategies from their peers. They must recognize that reading is an active process of discovery

that builds analytical skills highly useful far beyond the walls of the English classroom.

5.2.3 For Future Researchers

For prospective researchers who intend to replicate, expand, or refine the academic scope of this investigation, several methodological directions are recommended. First, the execution of longitudinal designs is highly advised; since this study was restricted to a specific multi-meeting timeframe, future researchers should track and measure the long-term cognitive retention of reading comprehension skills and incidental vocabulary growth generated by IBL over several months or an entire academic year.

Second, future investigators are encouraged to pursue genre and text diversification. The scope of this study was strictly limited to the Descriptive Text genre. Future researchers should test the limits of the IBL framework by applying it to more complex, structurally diverse text genres mandated by the curriculum, such as Narrative Text, Recount Text, Report Text, or Analytical Exposition.

Lastly, to achieve a completely bulletproof analysis, future studies should transition from a purely quantitative focus to a mixed-methods design. Combining quantitative test metrics with qualitative tools such as semi-structured student interviews, video-recorded classroom observation logs, and teacher diaries will provide a much deeper, multi-dimensional understanding of the

subtle cognitive and emotional shifts that occur during the inquiry process in EFL environments.

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APPENDICES

Appendix 1 Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 3588/Un.03.1/TL.00.1/10/2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

27 Oktober 2025

Kepada

Yth. Kepala SMP Islam Nurul Anwar
di
Pasuruan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rifdatul Millah
NIM : 220107110082
Tahun Akademik : Ganjil - 2025/2026
Judul Proposal : **The Effectiveness of the Inquiry-Based Learning Model in Improving the English Learning Outcomes of Secondary School Students in Pasuruan**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Mohammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 842/Un.03.1/TL.01.04/03/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

03 Maret 2026

Kepada Yth.

Kepala SMPI Nurul Anwar, Kab. Pasuruan

di

Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Rifdatul Millah
NIM	: 220107110082
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: The Effectiveness of Inquiry Based Learning Model in Improving Reading comprehension of Students of Secondary School of Pasuruan
Lama Penelitian	: Maret 2026 sampai dengan Mei 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Validation Sheet

Validations Sheet

Instrument Validation Sheet of Observation and Interview for Research Entitled

“The Effectiveness of Inquiry Based Learning Model in Improving Reading Comprehension of Students of Secondary School of Pasuruan”

Validator : Harir Mubarak, M.Pd
NIP : 19870708 201802011152
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : March 3, 2026

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:
1: Very poor
2: Poor
3: Average
4: Good
5: Excellent
2. Please give comments and suggestion and provide your assessment by ticking (✓) the appropriate column based on the following scale:

C. Validation Sheet

No	Assessment Aspects	1	2	3	4	5
A Content Aspect						
1	The alignment of the test items with the learning objectives of Descriptive Text.				✓	
2	The suitability of the test items with the reading indicators (Main Idea, Specific Info, Inference, etc.).				✓	
3	The balance of cognitive levels (30-40% proportion of HOTS C4-C5 items).					✓
B Construction Aspect						
4	The questions and options are formulated clearly and firmly.				✓	
5	The length of the distractors (options) is relatively homogeneous.				✓	
6	There is only one correct or most appropriate answer for each item.				✓	
C Language Aspect						
7	The items use correct English grammar and appropriate vocabulary for Grade VIII.				✓	
8	The instructions and questions are unambiguous and easy to understand.				✓	

D. Comments and Suggestions for Improvement:

Because your research is about TBL Model, you have to pay attention with your questions (pre & post test), especially analysis and evaluation.

E. Conclusion

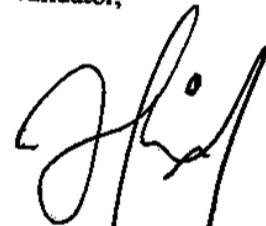
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ☒ b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 3 Maret 2026

Validator,



Harir Mubarak, M.Pd
19870708|201802011152

Appendix 4 Instrument Validity Test Results (Try-out)

No. Soal	r-hitung	r-tabel	Sig. (2-tailed)	Keterangan	Status
Q1	0,664	0,349	0,000	Sig. < 0,05	Valid
Q2	0,602	0,349	0,000	Sig. < 0,05	Valid
Q3	-0,173	0,349	0,344	Sig. > 0,05	Tidak Valid*
Q4	0,806	0,349	0,000	Sig. < 0,05	Valid
Q5	-0,597	0,349	0,000	Sig. < 0,05	Tidak Valid*
Q6	0,789	0,349	0,000	Sig. < 0,05	Valid
Q7	0,590	0,349	0,000	Sig. < 0,05	Valid
Q8	0,699	0,349	0,000	Sig. < 0,05	Valid
Q9	0,563	0,349	0,001	Sig. < 0,05	Valid
Q10	0,737	0,349	0,000	Sig. < 0,05	Valid
Q11	0,767	0,349	0,000	Sig. < 0,05	Valid
Q12	0,702	0,349	0,000	Sig. < 0,05	Valid
Q13	0,585	0,349	0,000	Sig. < 0,05	Valid
Q14	0,835	0,349	0,000	Sig. < 0,05	Valid
Q15	0,692	0,349	0,000	Sig. < 0,05	Valid
Q16	0,630	0,349	0,000	Sig. < 0,05	Valid
Q17	0,791	0,349	0,000	Sig. < 0,05	Valid
Q18	0,602	0,349	0,000	Sig. < 0,05	Valid
Q19	0,714	0,349	0,000	Sig. < 0,05	Valid
Q20	0,736	0,349	0,000	Sig. < 0,05	Valid
Q21	-0,407	0,349	0,021	Sig. < 0,05	Tidak Valid*
Q22	-0,470	0,349	0,007	Sig. < 0,05	Tidak Valid*
Q23	0,712	0,349	0,000	Sig. < 0,05	Valid
Q24	0,766	0,349	0,000	Sig. < 0,05	Valid
Q25	-0,569	0,349	0,001	Sig. < 0,05	Tidak Valid*
Q26	0,840	0,349	0,000	Sig. < 0,05	Valid
Q27	-0,256	0,349	0,157	Sig. > 0,05	Tidak Valid
Q28	0,659	0,349	0,000	Sig. < 0,05	Valid
Q29	0,620	0,349	0,000	Sig. < 0,05	Valid
Q30	0,654	0,349	0,000	Sig. < 0,05	Valid
Q31	0,791	0,349	0,000	Sig. < 0,05	Valid
Q32	0,667	0,349	0,000	Sig. < 0,05	Valid
Q33	0,656	0,349	0,000	Sig. < 0,05	Valid
Q34	0,750	0,349	0,000	Sig. < 0,05	Valid
Q35	0,729	0,349	0,000	Sig. < 0,05	Valid
Q36	0,659	0,349	0,000	Sig. < 0,05	Valid
Q37	0,652	0,349	0,000	Sig. < 0,05	Valid
Q38	0,865	0,349	0,000	Sig. < 0,05	Valid
Q39	0,674	0,349	0,000	Sig. < 0,05	Valid
Q40	0,707	0,349	0,000	Sig. < 0,05	Valid
Q41	0,614	0,349	0,000	Sig. < 0,05	Valid
Q42	-0,310	0,349	0,084	Sig. > 0,05	Tidak Valid
Q43	0,849	0,349	0,000	Sig. < 0,05	Valid
Q44	0,692	0,349	0,000	Sig. < 0,05	Valid
Q45	0,461	0,349	0,008	Sig. < 0,05	Valid
Q46	0,844	0,349	0,000	Sig. < 0,05	Valid
Q47	0,789	0,349	0,000	Sig. < 0,05	Valid
Q48	-0,542	0,349	0,001	Sig. < 0,05	Tidak Valid*
Q49	0,849	0,349	0,000	Sig. < 0,05	Valid
Q50	0,781	0,349	0,000	Sig. < 0,05	Valid

Appendix 5 Instrument Reliability Test Results (Try-out)

Reliability Statistics

Cronbach's Alpha	N of Items
,949	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	28,44	166,964	,647	,947
Q2	28,41	167,926	,571	,948
Q3	28,38	178,435	-,221	,952
Q4	28,31	165,254	,795	,946
Q5	28,41	184,055	-,625	,954
Q6	28,38	165,468	,765	,947
Q7	28,38	167,855	,578	,948
Q8	28,28	166,854	,677	,947
Q9	28,41	168,120	,556	,948
Q10	28,31	166,351	,707	,947
Q11	28,34	165,652	,755	,947
Q12	28,31	166,673	,681	,947
Q13	28,38	167,984	,568	,948
Q14	28,31	164,867	,826	,946
Q15	28,31	166,867	,666	,947
Q16	28,34	167,330	,622	,947
Q17	28,31	165,512	,774	,946
Q18	28,41	167,926	,571	,948
Q19	28,28	166,660	,693	,947
Q20	28,38	166,113	,714	,947
Q21	28,22	180,951	-,432	,953
Q22	28,22	181,531	-,477	,953
Q23	28,38	166,500	,684	,947
Q24	28,25	166,065	,756	,947
Q25	28,28	183,047	-,570	,954
Q26	28,31	164,931	,821	,946
Q27	28,19	178,931	-,281	,952
Q28	28,34	167,265	,628	,947
Q29	28,44	167,544	,602	,947
Q30	28,34	167,136	,638	,947
Q31	28,25	166,000	,761	,947
Q32	28,31	166,996	,656	,947
Q33	28,50	167,290	,632	,947
Q34	28,25	166,581	,713	,947
Q35	28,28	166,402	,714	,947
Q36	28,34	167,265	,628	,947
Q37	28,47	167,031	,646	,947
Q38	28,22	165,144	,854	,946
Q39	28,34	167,072	,643	,947
Q40	28,38	166,435	,689	,947
Q41	28,38	167,532	,603	,947
Q42	28,19	179,448	-,323	,952
Q43	28,22	165,338	,837	,946
Q44	28,31	166,931	,661	,947
Q45	28,47	169,741	,434	,948
Q46	28,22	165,467	,826	,946
Q47	28,38	165,468	,765	,947
Q48	28,25	182,581	-,545	,953
Q49	28,28	164,789	,845	,946
Q50	28,34	165,652	,755	,947

Appendix 6 Test Instruments (Pre-Test & Post Test)

INSTRUMEN PRE-TEST READING COMPREHENSION (30 Items)

Text 1: My School Library (Questions 1-7)

My school library is located next to the principal's office. It is a large, clean, and cool room because it has two air conditioners. The walls are painted light blue, making the room look bright. Inside, there are six large wooden tables and twenty-four chairs arranged neatly. The librarian's desk is near the entrance door. On the shelves, books are arranged by categories: fiction, science, history, and encyclopedias. Students usually visit the library during break time to read or borrow books. We must be quiet inside so we do not disturb others. It is my favorite place to study.

1. What is the text mainly about?
 - A. The books in the library
 - B. The librarian's desk
 - C. The writer's school library
 - D. The school regulations
2. Where is the library located?
 - A. Behind the school
 - B. Next to the principal's office
 - C. Near the canteen
 - D. Inside the classroom
3. What can be inferred about the library's atmosphere?
 - A. It is noisy and bright
 - B. It is comfortable for reading due to its facilities
 - C. It is crowded because it is near the principal's office
 - D. It is dark because of the blue walls
4. "We must be **quiet** inside..." (Paragraph 2). The closest meaning of the underlined word is...
 - A. Silent
 - B. Noisy
 - C. Busy
 - D. Happy
5. How many chairs are there in the library?
 - A. Six
 - B. Twenty
 - C. Twenty-four
 - D. Thirty
6. From the text, we can infer that the library is...
 - A. Hot and crowded
 - B. Comfortable for studying
 - C. Dirty and dark
 - D. Only for teachers
7. What is the purpose of the text?
 - A. To describe the school library
 - B. To tell a story about a book
 - C. To invite students to the library
 - D. To report a library event

Text 2: My Pet, "Mio" (Questions 8-15)

I have a cute male Persian cat named Mio. He has thick, soft white fur and blue eyes. Mio is very active. He likes running around the

house and chasing a toy ball. Mio's favorite food is fresh fish, but he also likes cat food. Every morning, he wakes me up by meowing loudly. He is very friendly to my family, but he is afraid of strangers. If a stranger comes, he hides under the sofa. I love Mio because he is a lovely pet.

8. What kind of cat is Mio?
 - A. Angora
 - B. Persian
 - C. Village cat
 - D. Wild cat
9. What does Mio look like?
 - A. He has black fur and green eyes.
 - B. He has short fur and brown eyes.
 - C. He has white fur and blue eyes.
 - D. He has no fur.
10. What is Mio's habit in the morning?
 - A. Eating fish
 - B. Sleeping on the sofa
 - C. Waking the writer up
 - D. Chasing a ball
11. "He is afraid of strangers." The underlined word is closest in meaning to...
 - A. Brave
 - B. Scared
 - C. Happy
 - D. Angry
12. How does Mio behave when meeting someone new?
 - A. He becomes very active and plays
 - B. He shows a shy and fearful attitude
 - C. He meows loudly to wake the writer
 - D. He runs outside the house
13. What can we conclude about the writer's feeling toward Mio?
 - A. The writer feels happy to have such a lovely pet
 - B. The writer is annoyed by Mio's meowing
 - C. The writer is worried about Mio's health
 - D. The writer wants to give Mio to a stranger
14. The word "He" in the sentence "He likes running around..." refers to...
 - A. The writer
 - B. The stranger
 - C. Mio
 - D. The ball
15. Which statement is FALSE according to the text?
 - A. Mio has blue eyes.
 - B. Mio likes fresh fish.
 - C. Mio is a female cat.
 - D. Mio is friendly to the family.

**Text 3: Mr. Budi, My Favorite Teacher
(Questions 16-23)**

Mr. Budi is my English teacher at SMP Harapan. He is about 35 years old. He is tall and has short black hair. He usually wears glasses and a batik shirt to school. Mr. Budi is a very kind and patient teacher. He explains the lesson clearly and helps students who do not understand. He never gets angry easily. Besides teaching, he likes playing badminton. He often plays badminton with other teachers on Friday afternoons. All students love him because he is disciplined but funny.

16. Who is Mr. Budi?
 - A. The school principal
 - B. The writer's father
 - C. An English teacher
 - D. A badminton coach
17. How old is Mr. Budi?
 - A. About 25 years old
 - B. About 35 years old
 - C. About 40 years old
 - D. About 50 years old
18. What does Mr. Budi usually wear?
 - A. T-shirt and jeans
 - B. Uniform and hat
 - C. Batik shirt and glasses
 - D. Jacket and tie
19. Based on the text, how can Mr. Budi's character be described?
 - A. He is strict and rarely talks
 - B. He is a supportive and calm educator
 - C. He is a professional badminton athlete
 - D. He is funny but often gets angry
20. "He explains the lesson clearly..." The synonym of the underlined word is...
 - A. Describes
 - B. Asks
 - C. Writes
 - D. Forgets
21. Why is Mr. Budi considered a good teacher?
 - A. Because he is 35 years old
 - B. Because he wears batik everyday
 - C. Because he makes sure students understand the lesson
 - D. Because he plays badminton every Friday
22. When does he usually play badminton?
 - A. On Sunday morning
 - B. On Friday afternoon
 - C. On Monday evening
 - D. Every day
23. What is the relationship between the writer and Mr. Budi?
 - A. Teacher and student
 - B. Father and son

C. Principal and teacher

D. Coach and player

Text 4: Mount Bromo (Questions 24-30)

Mount Bromo is one of the most famous tourist attractions in East Java. It is located in the Bromo Tengger Semeru National Park. Mount Bromo is not an active volcano, but it is still smoking. The view from the top is amazing, especially during sunrise. Many tourists go there to see the beautiful sunrise. To reach the viewpoint, visitors can ride a horse or take a Jeep. The temperature there is very cold, so visitors must wear thick jackets, gloves, and hats. There is also a "sea of sand" around the mountain which makes the scenery unique.

24. What is the text about?

- A. A famous beach in East Java
- B. Mount Bromo tourist attraction
- C. How to climb a mountain
- D. The history of East Java

25. Where is Mount Bromo located?

- A. Central Java
- B. West Java
- C. Bromo Tengger Semeru National Park
- D. Bali

26. What is the main attraction for tourists in Mount Bromo?

- A. The sea water
- B. The sunrise view

C. The forest

D. The hot weather

27. "The temperature there is very cold..."
The antonym of "cold" is...

- A. Cool
- B. Hot
- C. Freezing
- D. Windy

28. What is the main reason visitors must wear thick jackets?

- A. To look stylish in the national park
- B. To protect themselves from the freezing air
- C. Because it is a tradition at Mount Bromo
- D. To avoid the smoke from the volcano

29. What should visitors wear when visiting Mount Bromo?

- A. T-shirt and shorts
- B. Swimsuit
- C. Thick jackets and gloves
- D. Sandals

30. "It is located in..." (Paragraph 1). The word "It" refers to...

- A. East Java
- B. Mount Bromo
- C. The sunrise
- D. The horse

INSTRUMEN POST-TEST READING COMPREHENSION (30 Items)

Text 1: Mount Bromo (Questions 1-7)

Mount Bromo is one of the most famous tourist attractions in East Java. It is located in the Bromo Tengger Semeru National Park. Mount Bromo is not an active volcano, but it is still smoking. The view from the top is amazing, especially during sunrise. Many tourists go there to see the beautiful sunrise. To reach the viewpoint, visitors can ride a horse or take a Jeep. The temperature there is very cold, so visitors must wear thick jackets, gloves, and hats. There is also a "sea of sand" around the mountain which makes the scenery unique.

1. What is the text about?
 - A. Mount Bromo tourist attraction
 - B. A famous beach in East Java
 - C. How to climb a mountain
 - D. The history of East Java
2. Where is Mount Bromo located?
 - A. Bali
 - B. Bromo Tengger Semeru National Park
 - C. West Java
 - D. Central Java
3. What is the main attraction for tourists in Mount Bromo?
 - A. The hot weather
 - B. The sea water
 - C. The sunrise view
 - D. The forest
4. "The temperature there is very cold..."
The antonym of "cold" is...

- A. Cool
 - B. Freezing
 - C. Windy
 - D. Hot
5. How can visitors reach the viewpoint?
 - A. By plane
 - B. By train
 - C. By riding a horse or Jeep
 - D. By swimming
 6. Why are visitors advised to wear thick jackets and gloves at Mount Bromo?
 - A. To protect them from the extreme low temperature
 - B. Because the sea of sand is dusty
 - C. Because it is an active volcano
 - D. To make them look good in photo
 7. "It is located in..." (Paragraph 1). The word "It" refers to...
 - A. The horse
 - B. East Java
 - C. The sunrise
 - D. Mount Bromo

Text 2: Mr. Budi, My Favorite Teacher (Questions 8-15)

Mr. Budi is my English teacher at SMP Harapan. He is about 35 years old. He is tall and has short black hair. He usually wears

glasses and a batik shirt to school. Mr. Budi is a very kind and patient teacher. He explains the lesson clearly and helps students who do not understand. He never gets angry easily. Besides teaching, he likes playing badminton. He often plays badminton with other teachers on Friday afternoons. All students love him because he is disciplined but funny.

8. Who is Mr. Budi?
 - A. The writer's father
 - B. The school principal
 - C. A badminton coach
 - D. An English teacher
9. How old is Mr. Budi?
 - A. About 35 years old
 - B. About 25 years old
 - C. About 40 years old
 - D. About 50 years old
10. What does Mr. Budi usually wear?
 - A. Uniform and hat
 - B. Batik shirt and glasses
 - C. T-shirt and jeans
 - D. Jacket and tie
11. Based on the text, how can Mr. Budi's character be described?
 - A. Lazy and fierce
 - B. Strict and angry
 - C. A patient and supportive educator
 - D. Funny but lazy

12. "He explains the lesson clearly..." The synonym of the underlined word is...

- A. Asks
- B. Writes
- C. Forgets
- D. Describes

13. What is Mr. Budi's hobby?

- A. Playing badminton
- B. Reading books
- C. Playing football
- D. Cooking

14. When does he usually play badminton?

- A. On Sunday morning
- B. Every day
- C. On Friday afternoon
- D. On Monday evening

15. What can we conclude about Mr. Budi's teaching style?

- A. He is too busy playing badminton
- B. He ensures his students understand by being patient and clear
- C. He is rich and gives money to students
- D. He never gives any homework to his students

Text 3: My School Library (Questions 16-22)

My school library is located next to the principal's office. It is a large, clean, and cool

room because it has two air conditioners. The walls are painted light blue, making the room look bright. Inside, there are six large wooden tables and twenty-four chairs arranged neatly. The librarian's desk is near the entrance door. On the shelves, books are arranged by categories: fiction, science, history, and encyclopedias. Students usually visit the library during break time to read or borrow books. We must be quiet inside so we do not disturb others. It is my favorite place to study.

16. What is the text mainly about?

- A. The school regulations
- B. The writer's school library
- C. The books in the library
- D. The librarian's desk

17. Where is the library located?

- A. Next to the principal's office
- B. Near the canteen
- C. Behind the school
- D. Inside the classroom

18. What is the main factor that makes the library look bright?

- A. The air conditioners
- B. The number of chairs
- C. The light blue color of the walls
- D. The location near the principal's office

19. "We must be quiet inside..." (Paragraph 2). The closest meaning of the underlined word is...

- A. Noisy

B. Busy

C. Silent

D. Happy

20. How many chairs are there in the library?

- A. Six
- B. Twenty-four
- C. Twenty
- D. Thirty

21. From the text, we can infer that the library is...

- A. Comfortable for studying
- B. Hot and crowded
- C. Dirty and dark
- D. Only for teachers

22. What is the purpose of the text?

- A. To invite students to the library
- B. To tell a story about a book
- C. To report a library event
- D. To describe the school library

Text 4: My Pet, "Mio" (Questions 23-30)

I have a cute male Persian cat named Mio. He has thick, soft white fur and blue eyes. Mio is very active. He likes running around the house and chasing a toy ball. Mio's favorite food is fresh fish, but he also likes cat food. Every morning, he wakes me up by meowing loudly. He is very friendly to my family, but he is afraid of strangers. If a stranger comes, he hides under the sofa. I love Mio because he is a lovely pet.

23. What kind of cat is Mio?
- A. Angora
 - B. Village cat
 - C. Persian
 - D. Wild cat
24. What does Mio look like?
- A. He has short fur and brown eyes.
 - B. He has white fur and blue eyes.
 - C. He has black fur and green eyes.
 - D. He has no fur.
25. What is Mio's habit in the morning?
- A. Waking the writer up
 - B. Sleeping on the sofa
 - C. Eating fish
 - D. Chasing a ball
26. "He is afraid of strangers." The underlined word is closest in meaning to...
- A. Brave
 - B. Happy
 - C. Angry
 - D. Scared
27. From Mio's reaction to strangers, we can infer that he is...
- A. Very aggressive and bites people
 - B. A shy cat that feels unsafe with new people
 - C. Always hungry and looking for fish
 - D. Very friendly to everyone he meet
28. What can we conclude about the writer's feeling toward Mio?
- A. The writer feels annoyed by Mio
 - B. The writer thinks Mio is expensive
 - C. The writer deeply cares for and loves his pet
 - D. The writer wants to find a new pet
29. The word "He" in the sentence "He likes running around..." refers to...
- A. Mio
 - B. The stranger
 - C. The writer
 - D. The ball
30. Which statement is FALSE according to the text?
- A. Mio likes fresh fish.
 - B. Mio has blue eyes.
 - C. Mio is friendly to the family.
 - D. Mio is a female cat.

Appendix 7 Questionnaire Sheet

STUDENTS' PERCEPTION QUESTIONNAIRE

Name :

Class :

Petunjuk Pengisian: Berilah tanda centang (✓) pada kolom yang paling sesuai dengan perasaanmu setelah belajar *Reading Descriptive Text* menggunakan metode *Inquiry-Based Learning* (IBL). Tidak ada jawaban benar atau salah, jawablah dengan jujur.

- **SA (Strongly Agree)** = Sangat Setuju
- **A (Agree)** = Setuju
- **D (Disagree)** = Tidak Setuju
- **SD (Strongly Disagree)** = Sangat Tidak Setuju

No	Statements (Pernyataan)	SA (4)	A (3)	D (2)	SD (1)
1	I like learning English reading using the IBL method. (Saya suka belajar membaca teks bahasa Inggris menggunakan metode IBL).				
2	The IBL method makes me more motivated to learn. (Metode IBL membuat saya lebih termotivasi untuk belajar).				
3	IBL helps me understand Descriptive Text better. (IBL membantu saya lebih memahami isi Descriptive Text).				
4	I can easily find the main idea of the text using IBL. (Saya lebih mudah menemukan ide pokok teks dengan metode IBL).				
5	I can easily find specific information in the text using IBL. (Saya lebih mudah menemukan informasi spesifik dalam teks dengan metode IBL).				
6	The steps in IBL (questioning, observing, and concluding) are fun. (Langkah-langkah IBL seperti bertanya, mengamati, dan menyimpulkan sangat menyenangkan).				
7	IBL makes me think more critically about the text. (IBL membuat saya berpikir lebih kritis terhadap teks yang dibaca).				
8	I enjoy discussing with my friends during the IBL process. (Saya senang berdiskusi dengan teman-teman selama proses IBL).				
9	I am not afraid to ask the teacher questions during the IBL class. (Saya tidak takut bertanya kepada guru selama kelas IBL).				
10	Overall, I want my English teacher to keep using the IBL method. (Secara keseluruhan, saya ingin guru bahasa Inggris terus menggunakan metode IBL).				

Appendix 8 Lesson Plan for Experimental Class

TEACHING MODULE FOR EXPERIMENTAL CLASS

Name	: Rifdatul Millah
School	: SMPI Nurul Anwar Pasuruan
Class/Fase/Semester	: VIII /Fase D/ 2
Element	: Reading and Viewing (<i>Membaca-Memirs</i>)
Topic	: Descriptive Text (Person, Place, Animal)
Skill Focus	: Reading Comprehension
Time Allocation	: 3 Meetings (3 x 2 x 40 Minutes)
Learning Model	: Inquiry-Based Learning (IBL)

CAPAIAN PEMBELAJARAN (CP):

By the end of Phase D, students read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of various types (such as descriptive, narrative, and recount texts).

A. LEARNING OBJECTIVES

By the end of the lessons, through the Inquiry-Based Learning model, students are expected to be able to:

1. Identify the social function, generic structure, and language features of descriptive texts accurately.
2. Find explicit and implicit information (specific details, main ideas, reference, and vocabulary meaning) from the given descriptive texts correctly.
3. Conclude and present the meaning of descriptive texts based on the information gathered during the inquiry process.

B. LEARNING MATERIALS

1. Definition: Descriptive text is a text that explains or describes a specific person, place, or thing.
2. Generic Structure:
 - o *Identification*: Introduces the subject.
 - o *Description*: Describes features, forms, colors, or characteristics.
3. Language Features: Simple Present Tense, specific participants, adjectives, action verbs.

4. Texts:

- Meeting 1: Describing People (e.g., "My Favorite Idol")
- Meeting 2: Describing Places (e.g., "Bromo Mountain")
- Meeting 3: Describing Animals (e.g., "My Lovely Pet")

C. LEARNING METHOD

- **Approach** : Scientific Approach
- **Method** : Discussion, Question and Answer, Reading Aloud, and Presentation.
- **Model** : Inquiry-Based Learning (IBL)

D. LEARNING ACTIVITIES

MEETING 1: Describing People (Focus: Generic Structure & Main Idea)

1. Pre-Activity (10 Minutes)	
	Teacher greets the students, prays, and checks attendance.
	Teacher asks brainstorming questions (e.g., "Do you have a favorite idol? How do they look?")
	Teacher explains the learning objectives for today.
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Phase 1: Orientation (Observation)	Teacher shows a picture of a famous person (e.g., a popular athlete or singer).
	Students observe the picture and read a short descriptive text entitled "My Favorite Idol" distributed by the teacher.
Phase 2: Formulating the Problem (Questioning)	Teacher guides students to formulate questions based on the text (e.g., "What is the text about?", "What does he/she look like?", "What is the purpose of the text?").
Phase 3: Formulating Hypotheses	Students try to guess the answers to the questions based on their prior knowledge and a quick scanning of the text.
Phase 4: Collecting Data (Exploration/Reading)	Students work in pairs. They read the text deeply (<i>intensive reading</i>) to find the main idea of each paragraph, specific information, and the structure of the text (Identification & Description).
	Students write unfamiliar vocabularies and find their meanings based on the context.
Phase 5: Testing Hypotheses (Analysis)	Students discuss with their partners to match their initial guesses (hypotheses) with the actual facts found in the text. They answer reading comprehension questions provided by the teacher in the worksheet.
Phase 6: Formulating Conclusions	Teacher and students review the answers together. Students conclude the generic structure and main idea of the text.
3. Post-Activity (10 Minutes)	
	Teacher and students summarize the lesson.
	Teacher gives feedback and appreciation.
	Teacher informs the topic for the next meeting (Describing Places).

MEETING 2: Describing Places (Focus: Specific Information & Language Features)

1. Pre-Activity (10 Minutes)	
	Greetings, prayer, and attendance check.
	Teacher reviews the previous material.
	Teacher shows a picture of a famous tourism spot in Pasuruan or East Java (e.g., Mount Bromo) and asks, "Have you ever been here? What can you see there?"
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Phase 1: Orientation (Observation)	Students are given a descriptive text about "Mount Bromo".
Phase 2: Formulating the Problem (Questioning)	Students are challenged to formulate questions regarding specific details (e.g., "Where is it located?", "Why do people visit it?", "What adjectives are used in the text?").
Phase 3: Formulating Hypotheses	Students make predictions about the text's content based on the title and picture.
Phase 4: Collecting Data (Exploration/Reading)	In small groups (3-4 students), students read the text thoroughly.
	They hunt for specific information, identify the Simple Present Tense sentences, and highlight descriptive adjectives (e.g., <i>beautiful</i> , <i>cold</i> , <i>amazing</i>).
Phase 5: Testing Hypotheses (Analysis)	Groups discuss the meaning of specific sentences and solve the reading comprehension worksheet together. They verify if their initial predictions were correct.
Phase 6: Formulating Conclusions	Selected groups present their findings (the specific info and adjectives found).
	Teacher confirms and gives reinforcement regarding Language Features.
3. Post-Activity (10 Minutes)	
	Reflection on what has been learned.
	Closing prayer and greeting

MEETING 3: Describing Animals (Focus: Inference & Vocabulary in Context)

1. Pre-Activity (10 Minutes)	
	Greetings, prayer, and checking attendance.
	Warming up: Teacher gives riddles about animals, students guess the animal.
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Phase 1: Orientation (Observation)	Students read a descriptive text about an animal (e.g., "My Lovely Cat").
Phase 2: Formulating the Problem (Questioning)	Teacher gives a prompt: "Sometimes, the text doesn't tell us everything directly. What hidden information (implicit meaning) can we find?"
Phase 3: Formulating Hypotheses	Students guess the traits or habits of the animal based on visual or prior knowledge before reading the full text.

Phase 4: Collecting Data (Exploration/Reading)	Students work independently to read the text.
	They focus on finding synonym/antonym of specific words, pronoun references (e.g., "the word 'it' in paragraph 2 refers to..."), and concluding implicit meanings.
Phase 5: Testing Hypotheses (Analysis)	Students answer an independent reading comprehension quiz. They cross-check their answers with a partner.
Phase 6: Formulating Conclusions	Students state their final conclusion about the text and the characteristics of descriptive text as a whole.
3. Post-Activity (10 Minutes)	
	Teacher summarizes the entire 3 meetings of descriptive text.
	Teacher reminds students to prepare for the Post-Test.
	Closing prayer and farewell.

E. ASSESSMENT

1. Cognitive (Knowledge): Reading Comprehension objective tests (Multiple Choice / True-False) focusing on main ideas, specific information, references, and vocabulary. (*Attached in Appendix*)
2. Psychomotor (Skill): Students' ability to present their discussion results and answer questions based on the text.
3. Affective (Attitude): Observation of students' activeness, motivation, and cooperation during the inquiry process.

F. ENRICHMENT AND REMEDIAL

1. **Remedial:** Students who score below the Minimum Criteria of Mastery Learning (KKM) will be given additional guidance by the teacher and asked to read a simpler descriptive text to find specific information.
2. **Enrichment:** Students who score above the KKM will be given a more complex descriptive text and asked to identify implicit meanings or advanced vocabulary.

G. TEACHER AND STUDENT REFLECTION

At the end of the lesson, the teacher asks these questions to the students:

1. What is the main purpose of reading a descriptive text?
2. Why is the use of adjectives (kata sifat) very important when describing a person, place, or animal?
3. How did working in a group and finding answers by yourselves (Inquiry process) help you understand the text better?
4. Which part of the text (Identification or Description) is the easiest for you to understand? Why?
5. Do you enjoy learning reading comprehension using this method?

H. APPENDICES AND REFERENCES (*Lampiran dan Bahan Bacaan*)

1. Student *Worksheets (Lembar Aktivitas)*: Reading texts and reading comprehension questions (Main Idea, Specific Information, Vocabulary, Reference, and Inference) attached in Appendix III.
2. Learning Sources (*Bahan Bacaan*): - English Textbook for Junior High School Grade VIII (Buku Bahasa Inggris Kelas VIII yang relevan dari sekolah).

Teacher's supplementary descriptive texts: "*Jonatan Christie*", "*The Beautiful Mount Bromo*", and "*My Lovely Pet, Milo*".

Malang, 16 November 2025

Rifdatul Millah
NIM.220107110082

Appendix 9 Lesson Plan for Control Class

TEACHING MODULE FOR CONTROL CLASS

Name	: Rifdatul Millah
School	: SMPI Nurul Anwar Pasuruan
Class/Fase/Semester	: VIII /Fase D/ 2
Element	: Reading and Viewing (<i>Membaca-Memirsa</i>)
Topic	: Descriptive Text (Person, Place, Animal)
Skill Focus	: Reading Comprehension
Time Allocation	: 3 Meetings (3 x 2 x 40 Minutes)
Learning Model	: Conventional Method (Direct Instruction)

CAPAIAN PEMBELAJARAN (CP):

By the end of Phase D, students read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of various types (such as descriptive, narrative, and recount texts).

A. LEARNING OBJECTIVES

By the end of the lessons, through the Conventional Method, students are expected to be able to:

1. Identify the social function, generic structure, and language features of descriptive texts.
2. Find specific information, main ideas, reference, and vocabulary meaning from the given descriptive texts correctly.
3. Answer reading comprehension questions based on the text provided.

B. LEARNING MATERIALS

1. Definition: Descriptive text is a text that explains or describes a specific person, place, or thing.
2. Generic Structure: Identification and Description.
3. Language Features: Simple Present Tense, adjectives.
4. Texts:
 - o Meeting 1: Describing People (e.g., "My Favorite Idol")
 - o Meeting 2: Describing Places (e.g., "Bromo Mountain")
 - o Meeting 3: Describing Animals (e.g., "My Lovely Pet")

D. LEARNING ACTIVITIES

MEETING 1: Describing People (Focus: Generic Structure & Main Idea)

1. Pre-Activity (10 Minutes)	
	Teacher greets the students, prays, and checks attendance.
	Teacher states the topic of the day: Descriptive Text.
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Explanation	Teacher explains the definition, purpose, and generic structure of descriptive text directly using the whiteboard.
Reading & Translating	Teacher distributes the text "My Favorite Idol: Jonatan Christie".
	The teacher reads the text aloud and asks the students to repeat.
	The teacher translates the difficult words into Indonesian.
Guided Practice	Teacher points out which paragraph is the <i>Identification</i> and which is the <i>Description</i> .
Doing Exercise	Teacher distributes the worksheet (the same 5 questions as the experimental class).
	Students work individually to answer the questions based on the teacher's explanation.
Checking Answers	Teacher and students check the answers together.
	The teacher provides the correct answers directly if students make mistakes.
3. Post-Activity (10 Minutes)	
	Teacher summarizes the material.
	Closing prayer.

MEETING 2: Describing Places (Focus: Specific Information & Language Features)

1. Pre-Activity (10 Minutes)	
	Greetings, prayer, and attendance check.
	Teacher reviews the generic structure of descriptive text.
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Explanation	Teacher writes the formula of Simple Present Tense on the whiteboard and explains what Adjectives are.
Reading & Translating	Teacher distributes the text "The Beautiful Mount Bromo".
	Teacher reads and translates the text sentence by sentence so students understand the content.
Guided Practice	Teacher gives examples of Simple Present Tense and Adjectives found in the text.
Doing Exercise	Students are asked to do the worksheet individually or with their deskmate. They have to find specific information based on the translated text.
Checking Answers	Teacher reads out the correct answers.
	Students correct their worksheets.
3. Post-Activity (10 Minutes)	
	Teacher asks if there are any questions.
	Closing prayer.

MEETING 3: Describing Animals (Focus: Inference & Vocabulary in Context)

1. Pre-Activity (10 Minutes)	
	Teacher greets the students, prays, and checks attendance.
	Teacher tells the students they will read a text about an animal today.
Main Activity: Inquiry-Based Learning Syntax (60 Minutes)	
Explanation	Teacher distributes the text "My Lovely Pet, Milo".
Reading & Translating	Teacher asks a few students to read the text paragraph by paragraph.
	The teacher helps translate the whole text.
	The teacher explicitly explains the meaning of difficult words (e.g., <i>fluffy</i> , <i>thick</i> , <i>rub</i>).
Doing Exercise	Teacher distributes the worksheet. Since the text has been translated, students just need to find the answers in the text and write them down.
Checking Answers	The teacher dictates the correct answers for the implicit questions (inference and reference) so that all students have the same correct notes.
3. Post-Activity (10 Minutes)	
	Teacher reminds students to study all the texts and materials because there will be a Post-Test in the next meeting.
	Closing prayer and farewell.

E. ASSESSMENT

1. Cognitive (Knowledge): Reading Comprehension objective tests (Multiple Choice / True-False) focusing on main ideas, specific information, references, and vocabulary. (*Attached in Appendix*)
2. Psychomotor (Skill): Students' ability to present their discussion results and answer questions based on the text.

F. ENRICHMENT AND REMEDIAL

1. **Remedial:** Students who score below the Minimum Criteria of Mastery Learning (KKM) will be given additional guidance by the teacher and asked to read a simpler descriptive text to find specific information.
2. **Enrichment:** Students who score above the KKM will be given a more complex descriptive text and asked to identify implicit meanings or advanced vocabulary.

G. TEACHER AND STUDENT REFLECTION

At the end of the lesson, the teacher asks these questions to the students:

1. What is the main purpose of reading a descriptive text?
2. Why is the use of adjectives (kata sifat) very important when describing a person, place, or animal?
3. How did the teacher's explanation and translation help you understand the text better? Which part of the text (Identification or Description) is the easiest for you to understand? Why?
4. Do you enjoy learning reading comprehension using this method?

H. APPENDICES AND REFERENCES (*Lampiran dan Bahan Bacaan*)

1. Student *Worksheets (Lembar Aktivitas)*: Reading texts and reading comprehension questions (Main Idea, Specific Information, Vocabulary, Reference, and Inference) attached in Appendix III.
2. Learning Sources (*Bahan Bacaan*): - English Textbook for Junior High School Grade VIII (Buku Bahasa Inggris Kelas VIII yang relevan dari sekolah).

Teacher's supplementary descriptive texts: "*Jonatan Christie*", "*The Beautiful Mount Bromo*", and "*My Lovely Pet, Milo*".

Malang, 16 November 2025

Rifdatul Millah
NIM.220107110082

Appendix 10 Students' Score (Pre-test, Post-test, Questionnaire)

Experiment Group

No	Student Initials	Pre-test Score	Post-test Score
1	A. R.	55	80
2	A. K.	60	85
3	A. N. L.	52	78
4	B. L. M.	63	88
5	D. S. P. S.	48	75
6	F. A. P.	54	82
7	F. N. S.	58	83
8	F. R.	61	87
9	F. N. A.	50	79
10	H. S.	56	81
11	I. M.	57	84
12	I. O.	62	89
13	I.	53	80
14	I. F.	49	77
15	K. N. S.	59	86
16	K. F.	55	82
17	L. M.	51	79
18	L. M. P.	60	88
19	L. H. U.	56	83
20	N. A. Z.	48	76
21	N. K. K.	54	81
22	N. A. E. S.	58	84
23	Q. A.	61	87
24	Q. A.	50	78
25	R. S.	55	82
26	T. N. J.	57	83
27	V. R.	52	80
28	W. N. E. L.	59	86

Control Group

No	Student Initials	Pre-test Score	Post-test Score
1	A. A. P.	56	68
2	A. M. F.	60	70
3	A. Z. N.	50	65
4	A. C.	63	72
5	A. P. A.	47	60
6	A. A. A.	53	67
7	C. T. A. Q.	58	69
8	C. N. F.	61	73
9	E. F. A. N. T.	49	62
10	E. S.	55	66
11	F. F.	57	68
12	F. S. A. Z.	62	74
13	F. P. N. A.	52	64
14	F. A. R.	48	61
15	F. M. S.	59	71
16	G. P. W.	54	67
17	I. M. M.	59	71
18	I. A. T.	60	72
19	K. S. S.	56	69
20	M.	47	60
21	M. P. A.	53	65
22	N. S.	58	70
23	N. N.	61	73
24	Q. A. R.	50	63
25	S. R. F.	55	68
26	T. I. A.	57	69
27	V. W.	52	64

Appendix 11 Questionnaire Result

No	Student Initials	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total Skor Angket
1	A. R.	4	3	3	3	3	4	3	3	4	2	32
2	A. K.	4	3	4	4	3	4	3	3	3	4	35
3	A. N. L.	3	3	3	3	3	3	4	4	3	2	31
4	B. L. M.	3	4	2	3	3	3	4	3	3	4	32
5	D. S. P. S.	3	4	4	4	3	4	4	4	3	4	37
6	F. A. P.	3	3	3	4	3	4	2	3	3	3	31
7	F. N. S.	4	4	4	4	4	4	2	3	2	4	35
8	F. R.	4	3	3	4	3	4	3	4	3	4	35
9	F. N. A.	4	4	4	2	4	3	4	4	4	4	37
10	H. S.	4	4	4	4	4	4	2	4	4	4	38
11	I. M.	3	3	3	3	3	3	3	3	3	3	30
12	I. O.	3	3	4	4	3	4	3	3	3	4	34
13	I.	3	3	3	3	3	4	3	3	4	3	32
14	I. F.	2	3	3	3	3	3	2	3	3	2	27
15	K. N. S.	3	3	3	3	3	4	3	2	3	3	30
16	K. F.	4	3	3	3	3	4	3	3	2	2	30
17	L. M.	2	3	3	4	2	3	3	2	2	1	25
18	L. M. P.	4	4	4	4	4	4	3	3	3	4	37
19	L. H. U.	3	4	3	3	4	3	4	4	3	3	34
20	N. A. Z.	3	4	3	3	4	4	4	4	3	4	36
21	N. K. K.	3	4	4	4	3	4	4	4	3	4	37
22	N. A. E. S.	3	3	4	3	3	4	4	3	4	3	34
23	Q. A.	4	3	3	3	3	4	3	3	4	2	32
24	Q. A.	3	3	4	3	4	4	3	3	3	4	34
25	R. S.	3	3	3	4	4	3	3	3	4	4	34
26	T. N. J.	4	3	4	2	4	4	4	4	4	3	36
27	V. R.	4	3	4	4	4	4	4	4	3	3	37
28	W. N. E. L.	3	3	4	3	3	4	4	4	3	3	34

Appendix 12 Normality Test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	Experiment	,077	28	,200*	,966	28	,482
	Control	,089	27	,200*	,959	27	,350
Post_Test	Experiment	,086	28	,200*	,975	28	,726
	Control	,110	27	,200*	,960	27	,369

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 13 Homogeneity Test and Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal variances assumed	,158	,692	13,888	53	,000	14,806	1,066	12,667	16,944
	Equal variances not assumed			13,872	52,465	,000	14,806	1,067	12,664	16,947

Appendix 14 Calculation N-Gain Score Test

CALCULATION N-GAIN EXPERIMENTAL GROUP

No	Student Initials	Pre-test Score	Post-test Score	Gain (Post - Pre)	Max Score - Pre	N-Gain Score	Category
1	A. R.	55	80	25	45	0.56	Sedang / Medium
2	A. K.	60	85	25	40	0.63	Sedang / Medium
3	A. N. L.	52	78	26	48	0.54	Sedang / Medium
4	B. L. M.	63	88	25	37	0.68	Sedang / Medium
5	D. S. P. S.	48	75	27	52	0.52	Sedang / Medium
6	F. A. P.	54	82	28	46	0.61	Sedang / Medium
7	F. N. S.	58	83	25	42	0.60	Sedang / Medium
8	F. R.	61	87	26	39	0.67	Sedang / Medium
9	F. N. A.	50	79	29	50	0.58	Sedang / Medium
10	H. S.	56	81	25	44	0.57	Sedang / Medium
11	I. M.	57	84	27	43	0.63	Sedang / Medium
12	I. O.	62	89	27	38	0.71	Tinggi / High
13	I.	53	80	27	47	0.57	Sedang / Medium
14	I. F.	49	77	28	51	0.55	Sedang / Medium
15	K. N. S.	59	86	27	41	0.66	Sedang / Medium
16	K. F.	55	82	27	45	0.60	Sedang / Medium
17	L. M.	51	79	28	49	0.57	Sedang / Medium
18	L. M. P.	60	88	28	40	0.70	Sedang / Medium
19	L. H. U.	56	83	27	44	0.61	Sedang / Medium
20	N. A. Z.	48	76	28	52	0.54	Sedang / Medium
21	N. K. K.	54	81	27	46	0.59	Sedang / Medium
22	N. A. E. S.	58	84	26	42	0.62	Sedang / Medium
23	Q. A.	61	87	26	39	0.67	Sedang / Medium
24	Q. A.	50	78	28	50	0.56	Sedang / Medium
25	R. S.	55	82	27	45	0.60	Sedang / Medium
26	T. N. J.	57	83	26	43	0.60	Sedang / Medium
27	V. R.	52	80	28	48	0.58	Sedang / Medium
28	W. N. E. L.	59	86	27	41	0.66	Sedang / Medium
Mean		55.46	82.32	26.86	44.54	0.60	Sedang / Medium

CALCULATION N-GAIN CONTROL GROUP

No	Student Initials	Pre-test Score	Post-test Score	Gain (Post - Pre)	Max Score - Pre	N-Gain Score	Category
1	A. A. P.	56	68	12	44	0.27	Rendah / Low
2	A. M. F.	60	70	10	40	0.25	Rendah / Low
3	A. Z. N.	50	65	15	50	0.30	Sedang / Medium
4	A. C.	63	72	9	37	0.24	Rendah / Low
5	A. P. A.	47	60	13	53	0.25	Rendah / Low
6	A. A. A.	53	67	14	47	0.30	Sedang / Medium
7	C. T. A. Q.	58	69	11	42	0.26	Rendah / Low
8	C. N. F.	61	73	12	39	0.31	Sedang / Medium
9	E. F. A. N. T.	49	62	13	51	0.25	Rendah / Low
10	E. S.	55	66	11	45	0.24	Rendah / Low
11	F. F.	57	68	11	43	0.26	Rendah / Low
12	F. S. A. Z.	62	74	12	38	0.32	Sedang / Medium
13	F. P. N. A.	52	64	12	48	0.25	Rendah / Low
14	F. A. R.	48	61	13	52	0.25	Rendah / Low
15	F. M. S.	59	71	12	41	0.29	Rendah / Low
16	G. P. W.	54	67	13	46	0.28	Rendah / Low
17	I. M. M.	59	71	12	41	0.29	Rendah / Low
18	I. A. T.	60	72	12	40	0.30	Sedang / Medium
19	K. S. S.	56	69	13	44	0.30	Sedang / Medium
20	M.	47	60	13	53	0.25	Rendah / Low
21	M. P. A.	53	65	12	47	0.26	Rendah / Low
22	N. S.	58	70	12	42	0.29	Rendah / Low
23	N. N.	61	73	12	39	0.31	Sedang / Medium
24	Q. A. R.	50	63	13	50	0.26	Rendah / Low
25	S. R. F.	55	68	13	45	0.29	Rendah / Low
26	T. I. A.	57	69	12	43	0.28	Rendah / Low
27	V. W.	52	64	12	48	0.25	Rendah / Low
Mean		55.26	67.44	12.18	44.74	0.27	Rendah / Low

Appendix 15 Evidence of Guidance Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50 Telepon (0341) 552398, Faximile (0341) 552398 Malang
<https://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

BUKTI KONSULTASI PROPOSAL SKRIPSI

Nama : Rifdatul Millah
NIM : 220107110082
Program Studi : Tadris Bahasa Inggris
Judul : The Effectiveness of the Inquiry-Based Learning Model in Improving the Reading Comprehension of Secondary School Students in Pasuruan
Dosen Pembimbing : Dian Arsitades Wiranegara, M.Pd
NIP : 198012302023211010

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1	05 Juni 2025	Konsultasi judul proposal skripsi	
2	19 September 2025	Konsultasi BAB 1	
3	24 Oktober 2025	Bimbingan revisi BAB 1 dan teori BAB 2	
4	07 November 2025	Konsultasi BAB 2 dan BAB 3	
5	13 November 2025	Bimbingan revisi BAB 2 dan instrumen	
6	17 November 2025	Bimbingan revisi BAB 3	
7	27 Februari 2026	Konsultasi revisi BAB 1 sampai BAB 3	
8	02 Maret 2026	Konsultasi BAB 4	
9	28 April 2026	Bimbingan revisi BAB 4 dan Konsultasi BAB 5	
10	04 Mei 2026	Konsultasi revisi BAB 1 sampai BAB 5	
11	07 Mei 2026	Meminta TTD Approval Sheet	

Malang,

Dosen Pembimbing

Dian Arsitades Wiranegara, M.Pd
NIP. 198012302023211010

Appendix 16 Letter of Completion Research



SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 09.026/SMPI.NA/V/2026

Yang bertanda tangan di bawah ini, Kepala SMP Islam Nurul Anwar:

Nama : **H. AMIN MAHMUD, S.Sos, M.Pd.**
Tempat Tgl Lahir : Pasuruan, 23 September 1971
Jabatan : Kepala Sekolah
Alamat : Jalan Ahmad Yani RT.04 RW.05 Karangketug, Pasuruan
No. HP : 082196027272

Dengan ini menerangkan bahwa:

Nama : **RIFDATUL MILLAH**
NIM : 220107110082
Pekerjaan : Pelajar/Mahasiswa
Judul : The Effectiveness of the Inquiry-Based Learning Model in Improving Reading Comprehension of Student of Secondary School of Pasuruan
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Menerangkan bahwa mahasiswa yang bersangkutan di atas benar telah selesai melakukan penelitian di Lembaga SMP Islam Nurul Anwar Kraton Pasuruan dari Maret 2026 sampai dengan Mei 2026

Pasuruan, 02 Mei 2026
Kepala Sekolah

H. Amin Mahmud, S.Sos., M.Pd.
NIP. -

"Meniti Jalan, Menapak Bumi, Menggapai Dunia Lillah"
(Mengantar Santri Menjadi Generasi Uful Albab)

Appendix 17 Documentations





Appendix 18 Curriculum Vitae



Name : Rifdatul Millah
Student ID Number : 220107110082
Place/Date of birth : Pasuruan, 16 October 2001
Gender : Female
Religion : Islam
Faculty/Department : FITK/English Education Department Entry
Year : 2022
University : UIN Maulana Malik Ibrahim Malang
Address : Jl. Soekarno Hatta no.8/9, Kraton-Pasuruan.
Phone Number : 087766937575
Email : rifdamilla2@gmail.com

Education Background

PPAI TK Azzahra : 2006 – 2008
UPT SDN Karang Ketug 1 : 2008 – 2014
MTs Salafiyah Bangil : 2015 – 2017
MAS Salafiyah Bangil : 2018 – 2020
UIN Maulana Malik Ibrahim Malang : 2022 - 2026

