

THE EFFECTIVENESS OF THE INQUIRY – BASED LEARNING MODEL IN ENHANCING READING COMPREHENSION TO THE ELEVENTH GRADE STUDENTS OF SMK N 1 SIABU

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas model Inquiry-Based Learning (IBL) dalam meningkatkan kemampuan membaca inferensial siswa kelas XI SMK Negeri 1 Siabu. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pre-eksperimental melalui desain one-group pretest-posttest. Sampel penelitian terdiri dari 24 siswa kelas XI RPL. Instrumen penelitian berupa tes pilihan ganda untuk mengukur kemampuan membaca inferensial siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest siswa sebesar 47,91 dan meningkat menjadi 81,66 pada posttest. Hasil uji hipotesis menggunakan uji t berpasangan menunjukkan nilai signifikansi $p < 0,05$, yang berarti terdapat perbedaan yang signifikan antara hasil pretest dan posttest. Dengan demikian, dapat disimpulkan bahwa model Inquiry-Based Learning efektif dalam meningkatkan kemampuan membaca inferensial siswa.

Kata Kunci : *Inquiry-Based Learning, Membaca Inferensial, Pemahaman Membaca, Bahasa Inggris*

ABSTRACT

This study aimed to determine the effectiveness of the Inquiry-Based Learning (IBL) model in improving the inferential reading comprehension of eleventh-grade students at SMK Negeri 1 Siabu. This study employed a quantitative approach using a pre-experimental one-group pretest–posttest design. The sample consisted of 24 students from class XI RPL. A multiple-choice reading test was used as the research instrument to measure students' inferential reading comprehension. The results indicated that the students' mean score increased from 47.91 in the pretest to 81.66 in the posttest. The paired-sample t-test showed a significance value of $p < 0.05$, indicating a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that the Inquiry-Based Learning model is effective in enhancing students' inferential reading comprehension.

Keywords: *Inquiry-Based Learning, Inferential Reading, Reading Comprehension, English Learning*

Introduction

English is an international language that plays an important role in education and global communication. One of the essential skills in learning English is reading, particularly reading comprehension. Reading comprehension involves the ability to understand, analyze, and interpret information presented in a text. Inferential reading comprehension refers to the ability to draw conclusions and understand implicit meanings that are not directly stated in the text. This skill requires readers to connect textual information with their prior knowledge and reasoning abilities. However, many students still experience difficulties in developing inferential reading skills due to conventional teaching methods that emphasize memorization rather than critical thinking.

Based on observations conducted at SMK Negeri 1 Siabu, the eleventh-grade students showed low achievement in inferential reading comprehension. Most students were passive during reading activities and relied heavily on the teacher's explanation. Therefore, an innovative learning model that actively involves students in the learning process is required. Inquiry-Based Learning (IBL) is a student-centered learning model that encourages learners to explore problems, formulate questions, collect data, and draw conclusions independently. Through inquiry activities, students are expected to develop critical thinking skills and deeper comprehension. This study aims to examine the effectiveness of the Inquiry-Based Learning model in enhancing the inferential reading comprehension of eleventh-grade students at SMK Negeri 1 Siabu.

Literatur Riview

Inferential reading comprehension is the reader's ability to understand

information that is implied rather than explicitly stated in a text. According to Pike (2009), inferential comprehension enables readers to grasp hidden meanings and make logical conclusions based on textual clues and background knowledge. This skill is essential for academic reading and critical literacy development. Inquiry-Based Learning is a learning model that emphasizes students' active involvement in the process of discovering knowledge through questioning, investigation, and reflection (Abidin, 2018). In IBL, teachers act as facilitators who guide students in constructing meaning rather than transmitting information directly.

Several previous studies have demonstrated that Inquiry-Based Learning positively influences students' reading comprehension and critical thinking skills. Wardoyo (2015) found that the inquiry approach significantly improved students' inferential reading ability. Based on the theoretical framework and empirical evidence, the hypothesis of this study is formulated as follows: the Inquiry-Based Learning model is effective in improving students' inferential reading comprehension.

Research Method

This study employed a quantitative research approach using a pre-experimental design with a one-group pretest-posttest model. The research was conducted at SMK Negeri 1 Siabu. The sample consisted of 24 students from class XI RPL, selected through cluster sampling. The research instrument was a multiple-choice reading comprehension test consisting of 20 items designed to measure inferential reading skills. The test was administered twice: before the treatment (pretest) and after the implementation of Inquiry-Based Learning (posttest). Data analysis techniques included descriptive statistics and

inferential statistics using a paired-sample t-test.

Results and Discussion

The results of the study revealed a significant improvement in students' inferential reading comprehension after the implementation of the Inquiry-Based Learning model. The mean score of the pretest was 47.91, which increased to 81.66 in the posttest. Additionally, 75% of the students achieved the Minimum Mastery Criterion (KKM). The paired-sample t-test analysis showed a significance value of 0.000, which is lower than 0.05. This result indicates that there is a statistically significant difference between students' pretest and posttest scores. The findings confirm that Inquiry-Based Learning effectively enhances students' inferential reading comprehension.

The improvement can be attributed to the active learning environment created through the inquiry process. Students were encouraged to ask questions, analyze texts collaboratively, and draw conclusions based on evidence. This learning process helped students develop critical reading strategies and deeper understanding of texts.

Conclusion

Based on the research findings, it can be concluded that the Inquiry-Based Learning model is effective in improving the inferential reading comprehension of eleventh-grade students at SMK Negeri 1 Siabu. The implementation of IBL promotes active learning, critical thinking, and student engagement in reading activities. Therefore, this model is recommended as an alternative strategy for teaching reading comprehension in EFL classrooms.

6. References

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