

## THE EFFECT OF INQUIRY BASED LEARNING MODEL ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT ASSISTED BY CANVA APPLICATION AT GRADE XI OF SMA NEGERI 2 TANJUNG BALAI IN 2025/2026 ACADEMIC YEAR

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### ABSTRACT

*This study aimed to examine the effect of Inquiry-Based Learning assisted by the Canva application on students' reading comprehension of narrative texts. The research was conducted at the eleventh grade of SMA Negeri 2 Tanjungbalai using a quantitative research design with a quasi-experimental method. The study involved two groups, namely an experimental class and a control class, applying a pre-test and post-test control group design. The samples were students of classes XI IPS 1 and XI IPS 2, selected through random sampling. Students' reading comprehension was measured through pre-test and post-test assessments to determine the effectiveness of the Inquiry-Based Learning model. The results showed that the mean score of the experimental class increased significantly from 60.6 in the pre-test to 81.9 in the post-test, while the control class improved from 57.8 to 68.7. The paired sample t-test revealed a significance value of  $0.000 < 0.05$ , indicating a statistically significant improvement within the experimental class. Furthermore, the independent sample t-test showed a significance value of  $0.000 < 0.05$ , confirming a significant difference between the experimental and control classes. Based on these findings, it is indicated that Inquiry-Based Learning assisted by the Canva application has a significant and positive effect on students' reading comprehension of narrative texts.*

**Keywords:** *Inquiry Based Learning, Canva Application, Reading Comprehension.*

### INTRODUCTION

Minister of education and culture decree No.12/2024 (Peraturan Pemerintah RI, 2024) expressed that English gotten to be the primary foreign language and the obligatory subject that ought to be thought in Indonesian school up to college level. Kemendikdasmen hopes that the policy mandating English at the elementary school level can become an important momentum for improving the quality of basic education in Indonesia.

In English language teaching, there are four primary skills which is important, namely listening, speaking, reading, and writing. Harmer (2007:265) states that there are four skills in language that often divided into two types. Receptive skills is extracted from the discourse. It is a term used for reading and listening. Productive skills is the term for speaking and writing skills where students have to produce language. Among these four skills, reading has assumed as one of difficult skill. In reading, we also have to pay attention to aspects such as identifying the main idea, understanding supporting details, vocabulary, text structure, cohesion, and coherence to ensure that the information we interpret is accurate and appropriate to the context.

There are some reasons why reading is important in a new language. First, with reading students can understand the language itself. Second, students also can increase the vocabulary by introducing the new and unfamiliar words. And the third, with reading students can build their imagination or creativity.

Reading comprehension is the process by which person understand the meaning of the written language. Reading comprehension often used to measure the ability of students to understand the written text in English. So it is not just for reading, but also need to know how to pronounce it correctly.

Based on interviews with their teachers, SMA NEGERI 2 TANJUNG BALAI students have several problems in reading that make students difficult to understand by texts, such as

lack of vocabulary, less grammatical understanding. In the learning process in class, teachers still predominantly use Indonesian when explaining. The learning process still uses the lecture method, namely the traditional teacher-centered method, The traditional lecture method makes students passive in acquiring knowledge.

One model that can be used by teacher to teach reading comprehension is Inquiry Based Learning (IBL). Inquiry Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. The students can learn how to generate ideas and make a good organization by finding the answer of teacher question. Also the students can discuss with their friends to complete or find alternative idea. (Blessinger & Carfora, 2014) noted that the goal of this approach is to change the learner learning from passive participation to become active participation.

Besides the learning model, the learning media can also solve the problem. For example, the use of technology in learning like Canva application. Canva allows teachers to create various designs, such as presentations, posters and infographics, which can be used to convey material in an attractive package.

Finally, viewing all phenomena above, the research tries to help students by using Inquiry Based Learning (IBL) model by assisted Canva application.

## **METHODS**

This study employed a quantitative approach with an experimental research design to investigate the effect of the Inquiry Based Learning model on students' reading comprehension of narrative text assisted by canva application. The specific design used was a pre-test and post-test control group design, which involved two groups: an experimental group and a control group. Both groups were administered a pre-test to measure their initial writing ability. The experimental group then received treatment using the Inquiry Based Learning model, while the control group was taught using a conventional teaching method. After the treatment, a post-test was administered to both groups to measure the improvement in students' reading comprehension and to determine the effectiveness of the treatment.

The research was carried out at SMA Negeri 2 Tanjungbalai during the 2025/2026 academic year. The population consisted of all eleventh grade students, totaling 68 students divided into two classes. Since the population was relatively small, total sampling was used, meaning all students were included as the sample. The sample was divided into two groups: class XI IPA 1, with 34 students, served as the experimental group, and class XI IPA 2, with 34 students, served as the control group. The grouping was determined using a cluster random sampling technique to ensure objectivity and reduce potential bias.

The instrument used in this study was a reading comprehension test in the form of narrative texts, administered twice as a pre-test and post-test. The test consisted of 20 multiple-choice questions with four options (a, b, c,d and e), designed to measure students' understanding of the text. The questions were developed based on key aspects of reading comprehension, namely identifying the main idea, identifying reference, making inference, understanding vocabulary, and identifying detailed information. Each correct answer was scored 5, while incorrect answers were scored 0. These aspects were used to evaluate how well students comprehended the content of the narrative texts.

Data collection was conducted in three stages: pre-test, treatment, and post-test. The pre-test was administered to measure students' initial reading comprehension ability. During the treatment phase, the experimental group was taught using the Inquiry Based Learning model assisted by the Canva application. The learning process included several stages such as presenting problems, formulating hypotheses, collecting data, drawing conclusions, and applying the findings. Through these stages, students were encouraged to actively explore the

text, analyze information, and construct their own understanding. Meanwhile, the control group was taught using a conventional method, where the teacher explained the material directly and students answered questions without inquiry-based activities. After the treatment, the post-test was administered to measure students' improvement in reading comprehension.

Before conducting hypothesis testing, the data were first analyzed using normality and homogeneity tests to ensure that the data were normally distributed and had homogeneous variance. Furthermore, the data were analyzed using a paired sample t-test to examine the differences between pre-test and post-test scores within the same group, and an independent sample t-test to determine the differences between the experimental and control groups. All data analyses were conducted using SPSS version 26 with a significance level of 0.05.

## **RESULTS AND DISCUSSION**

The results of this study were obtained from the pre-test and post-test scores of both the experimental and control groups. The data were analyzed to determine the effect of the Inquiry-Based Learning model assisted by the Canva application on students' reading comprehension of narrative texts.

The findings showed that there was a difference in students' reading comprehension between the experimental group and the control group. The mean score of the experimental class increased from 60.6 in the pre-test to 81.9 in the post-test. Meanwhile, the control class showed a change from 57.8 to 68.7. This difference indicates that students who were taught using Inquiry-Based Learning assisted by Canva achieved better results compared to those who were taught using conventional methods.

The statistical analysis further confirmed this result. The paired sample t-test showed a significance value of 0.000, which is lower than the significance level of 0.05. This indicates that there was a significant difference between the pre-test and post-test scores in the experimental group. In addition, the result of the independent sample t-test also showed a significance value of  $0.000 < 0.05$ , indicating a significant difference between the experimental and control groups.

These results indicate that the use of Inquiry-Based Learning assisted by Canva has a significant effect on students' reading comprehension. The difference found between the two groups suggests that the treatment influenced students' ability to understand narrative texts.

The effect of Inquiry-Based Learning can be explained through its student-centered approach. This model encourages students to actively participate in the learning process by identifying problems, collecting information, analyzing data, and drawing conclusions. Through these activities, students engage more deeply with the text, which supports their comprehension process.

Furthermore, the use of Canva as a supporting media contributed to the learning process by providing visual and interactive materials. These features helped students

focus on the content and facilitated their understanding of the narrative texts. As a result, students became more engaged during the learning process.

In terms of specific reading aspects, the students demonstrated better performance in identifying the main idea, recognizing references, making inferences, understanding vocabulary in context, and identifying detailed information. This indicates that the treatment had an effect not only on overall comprehension but also on specific reading skills.

These findings are consistent with previous studies which state that Inquiry-Based Learning has a positive effect on students' learning outcomes. The model promotes active learning and critical thinking, while the use of digital media enhances students' engagement in the learning process.

## CONCLUSIONS

This research uses quantitative methods with random sampling techniques to determine the sample, namely class XI students of SMA Negeri 2 Tanjungbalai in 2025/2026 academic year. The data for this study were collected in three stages: pre-test, treatment, and post-test. The instrument used was a reading comprehension test, designed to assess students' understanding of narrative texts. The Inquiry Based Learning Model, assisted by Canva Application, helped students practice their reading comprehension of narrative texts. One of the reasons for its effectiveness was that this learning model encourages students to acquire new information before solving related problems, which in turn makes them more active in the learning process.

Based on the data analysis in the previous chapter, the findings indicate that the alternative hypothesis ( $H_a$ ) is supported, while the null hypothesis ( $H_o$ ) is rejected. This demonstrates that the implementation of the Inquiry Based Learning has a significant impact on enhancing students' reading comprehension skills in narrative texts. Therefore, students' prior knowledge plays a crucial role in fostering the development of their reading abilities. As a result by utilizing the Inquiry Based Learning Model, students became more engaged and were placed in a different learning environment, which boosted their motivation to learn English particularly in reading comprehension.

As a result, students paid greater attention during the learning process and achieved better outcomes.

### Suggestions

Based on the conclusion above, the following suggestions are proposed.

English teachers are suggested to implement the Inquiry-Based Learning model assisted by the Canva application in teaching reading, particularly in teaching narrative texts, by guiding students through structured stages such as identifying problems, exploring information, analyzing text content, and drawing conclusions, so that students are able to better understand and interpret the texts.

Students are suggested to actively participate in each stage of the Inquiry-Based Learning process, especially in analyzing narrative texts and discussing their understanding, in order to strengthen their comprehension skills, including identifying main ideas, references, inferences, vocabulary, and detailed information.

Future researchers are suggested to apply the Inquiry-Based Learning model assisted by digital media in different contexts, such as other language skills or different educational levels, by using varied instruments or longer treatment duration, so that more comprehensive findings about the effect of the model can be obtained.

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