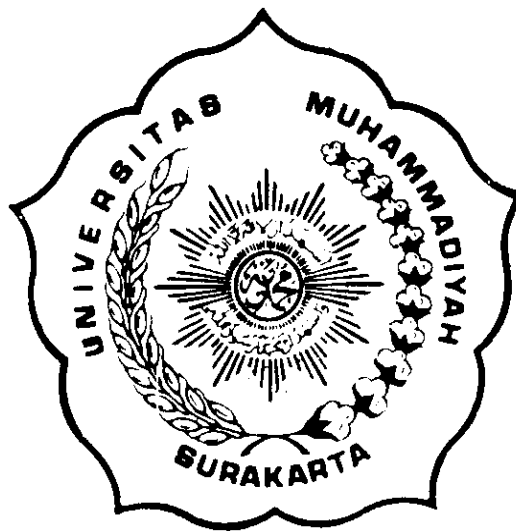


**THE INQUIRY-BASED TEACHING TO IMPROVE THE STUDENTS'
READING COMPREHENSION
(A Classroom Action Research at SMP MTA Gemolong at IX Grade 2011/2012
Academic Year)**

MANUSCRIPT PUBLICATION



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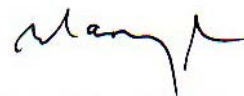
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ABSTRACT

FAJRIYAH KUMALASARI. S.200060067. *The Inquiry-Based Teaching to Improve the Students' Reading Comprehension (A Classroom Action Research at SMP MTA Gemolong at IX Grade 2011/2012 Academic Year)*. Thesis. Surakarta. Department of Language Studies, Graduate Program, Muhammadiyah University of Surakarta.

This thesis is written to improve the students reading comprehension by Inquiry Based Teaching. The objectives of the research are to know whether or not inquiry based teaching can improve the students' reading comprehension, is observe the strengths and the weaknesses of inquiry based teaching and learning when it is applied to improve students' reading comprehension.

The research was conducted at SMP MTA Gemolong from Feb, 2011 till April, 2012. The subjects of the research include thirty one students of class nine (IX). In collecting the data, the researcher used observation notes, photograph, interview, and presentation assessment. To analyze the qualitative, the researcher applied the students participation in class was observed and noted in form of description as suggested by Baxter. And to analyze the quantitative data, it was used presentation assessment which taken from Yulia (2005) which is adapted from the performance criteria by Hughes (1989: 113).

The research findings shows that, (1) inquiry based teaching is effective to improve the students' reading comprehension in class. That can be seen from their behavior during the teaching learning process. (2) the strength of the strategy include (a) the improvement of the students mastery of reading text, (b) the change of attitude and conflict management, (c) the raising of motivation and interest, (d) the improvement of vocabulary, (e) leadership values, (f) the improvement of students' skill of report text, (g) the improvement of students' mastery of grammar and micro skills for reading, (h) the establishment of self-confidence and trustworthiness, and (i) the establishment of cooperation and collaboration and social values. (j) the improvement of the students' report text, (k) the improvement of making use of information technology, (l) emotional therapy. Whereas (3) the weaknesses are, (a) the students could not manage the time well and effectively. (b) the students used English in discussion but sometimes their grammar was not correct or even they could not express their idea. (c) the students' vocabulary was poor.

The key words of this thesis are: (1) Inquiry Based Teaching, (2) Reading Comprehension, (3) Action Research.

CHAPTER I

INTRODUCTION

It describes background of the research, the objectives of teaching English, the problem statement, the objectives of the research and the benefit of the research.

A. Background of the Study

The researcher found out the students' score after pretest is 51,94 which lower than minimum of passing grade (SKBM) which is in the level 65. According to the fact that some learners faces difficulties, the researcher offers the solution. It seems clear that learners are getting difficulty in comprehending English text and according to the learners explanation, they give the reason why it does so.

Inquiry based teaching allowed the students to discover information that is new to them as well as developing a good relationship between the teacher and the students. The inquiry based is a way to grow a students' curiosity about the world, and it may help students to become more open, to take more risks and responsibility in class.

B. Problem Statement

Based on the background of the study, there are some problems that may arise. The writer identifies the problems as follows:

1. Can the inquiry based teaching improve the students reading comprehension of written text in SMP MTA Gemolong Sragen?
2. What are the strength and the weakness of using inquiry based teaching in teaching reading?

C. Objective of the study

Based on the problem statement above, the writer states the objectives of the study as follow:

1. General Objective

Generally, the study has an objective to improve the reading comprehension of the third grade students of SMP MTA Gemolong Sragen.

2. Specific Objective

Particularly, the objectives of the study is to examine about:

- a. Whether the use of Inquiry Based Teaching can improve reading comprehension of the third grade students of SMP MTA Gemolong Sragen.
- b. The strength and weakness of the use of inquiry based in teaching reading.

D. Benefit of the study

From the result of the study, it is expected that, the result of the study have:

1. Theoretical Benefit

Providing information as an input in English teaching learning process especially on reading comprehension.

- a. Giving contribution as additional reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefit

- a. For English Teachers, Inquiry Based Teaching give more benefits for teaching the language.
- b. For the students, the advantages of betterment of students' reading comprehension.
- c. For the headmaster, to support the effectiveness of teaching learning process.

CHAPTER II

THEORETICAL REVIEW

It consists of three sections: Theoretical Description, Previous Research, Rationale, and Action Hypothesis.

A. Theoretical Description

It describes, reading comprehension, and the inquiry based teaching.

1. Inquiry – Based Teaching

According to Beyer (1971: 6) inquiry is one way of making sense out of what the teacher experience. Inquiry teaching is putting learners into situations in which they must engage in the intellectual operations and it requires learners to make their own meaning out of what they experience productively and fun.

Elliot (2000: 404) defines inquiry-based teaching is a term for teaching that permits students to be active partners in the search for knowledge, thus enhancing the meaning of what they learn. It is giving opportunity for students to develop their intellectual potency through their own efforts to find something as the answer of certain problem through investigation.

2. Reading Comprehension

Goodman (1973: 162) considers reading as information processing.

This means that the readers interact with the graphic input as they seek to reconstruct a message encoded by the writer. Readers concentrate their total prior experiences and concepts as the language competence they have

been achieved. Comprehension is formed when there is an interaction between a reader's resources and text characteristics (Singer and Rudell, 1985: 116). Rosenshine (1980: 62) states that reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing words in context, identifying main ideas, decoding details, drawing inferences, recognizing cause and effect and comparing and contrasting.

B. Rationale

In teaching reading comprehension the researcher involves many different elements such as mechanical eye movement, grammar, vocabulary, phonetic, spelling and intellectual comprehension, therefore, should give guidance through asking instruction, giving question, to his students for a successful learning in reading comprehension. This guidance is useful to improve students reading comprehension since students become frustrated when they are not able to comprehend reading material satisfactorily.

Comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one's own knowledge. To improve the students' ability to comprehend the text, teachers have to help students change their inefficient reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary, etc.) by teaching them efficient reading skills. A guided reading is an effective way to do this. In this way, the students can learn how to read in different speeds and for different purposes.

C. Action Hypothesis

Based on the related theories explained above, the researcher can state that:

1. The inquiry based teaching can improve the students reading comprehension very effectively.
2. Success in inquiry depends on continual training in the skills and habits of observation, of experimentation, and of inductive and deductive thinking.

CHAPTER III

RESEARCH METHOD

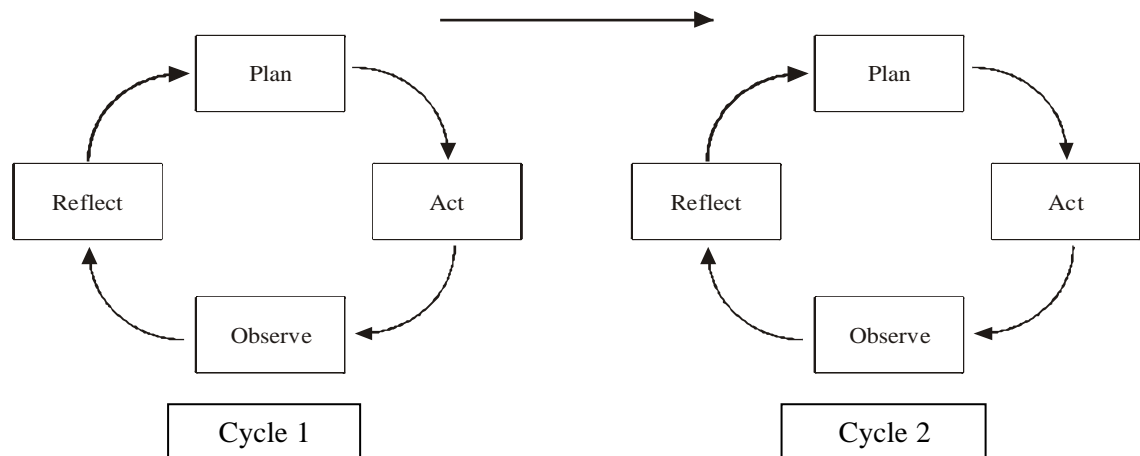
It describes the research methods, includes the setting of the research, the subject of the research, the type of the research, the research procedure and the technique of data collection.

A. Setting of Research

This research was carried out in Sekolah Menengah Pertama MTA Gemolong. The school is located on Jalan Solo Purwodadi km 19, Gemolong, Sragen, Central Java, phone number (0271) 7000638.

B. Research Procedure

In this research the researcher applied classroom action research. It can be classified as classroom action research since the research is to solve the problem encounter in the class. The researcher is a teacher in the class who carry out action research in order that it can improve the quality of teaching learning process. The researcher used an action research approach taken from Mc Niff (1992).



The writer carried out an action research with the following steps:

1. Planning:

In this step the researcher offered a new strategy in improving the students reading comprehension. It was Inquiry Based Teaching using material of report text. The action was based on a scenario applied in class. The Inquiry Based Teaching was guided by using material of report text. It helped the students to decide how to do the task and present it in front of the class. Besides it also guided them to decide what topic they are going to discuss.

2. Action

This step was implementation of Inquiry Based Teaching using material of report text. It described how the Inquiry Based Teaching using material of report text in class to improve students reading comprehension.

3. Observation

The teacher was actively involved in this step. The researcher observed the students presentation in the class. The students reading comprehension was observed directly. Besides in order to make easier to collect the data from the reading assessment the researcher recorded the students' presentation.

4. Reflection

It was carried out in order to know the effect of Inquiry Based Teaching using material of report text in the reading class. By analyzing the strengths and the weakness of the Inquiry Based Teaching using material of report text, the writer can decide what the next action will be for continuing improvement.

D. Data and Data Source

There are two types of the data in this research namely qualitative data and quantitative data. The first data describes how the students' presentation during Inquiry Based Teaching applied. It shows how the students participate in some aspects as: listen to their friends' presentation and teacher, respond frequently, turn taking, hold the floor, and interrupt. The data describes which aspect of the participation the students actively involved. The data is also used to describe whether the students show positive or negative behavior toward teaching learning process, whether their affective factor improve.

The second data is qualitative data. It is numerical data which shows how many point the students get on reading comprehension. The point is range from 0 up to 100. There are some aspects analyzing in this data. The aspects are pronunciation, vocabulary, structure, comprehension of the task, and fluency.

E. Technique of Collecting Data

There were two techniques used to collect the data for this research. The technique of qualitative data researcher uses observation, interview, related to teacher's way of teaching, student's learning, the patterns of the students-teacher interaction, and the social and psychological nuances in the classroom. The data was organized in field notes. And the quantitative data was in the form of students' reading scores which she took by using tests. All the data above was used in order that the researcher gets the valid data from the students during the inquiry based teaching using material of report text applied.

1. Interview

According to Prabowo (1996) interview is a method of collecting data by asking something to responder by having conversation.

At this research interview will be conducted by using interview guidance. According to Patton (in Poerwandari 1998) interview process using common interview guidance. This interview equipped by common guidance interview and also mention the issue which must be covered without determine the question sequence, even might not be in the form explicit question.

2. Observation

Beside interview, this research also conduct the observation method. According to Nawawi & Martini (1991) observation is perception and record-keeping by a systematic visible element in a symptom in research object.

In this research observation required to be able to understand process the happening of interview and result of perceivable interview in its context. Observation to be done by observe behavioral of subject during interview, interaction subject with the researcher and things assumed relevant so that can give the additional data to interview result.

F. Technique of the Data Analysis.

The quantitative data was analyzed by using descriptive statistic describing the entity of the data, like the highest and the lowest score, mean score, modes median, distribution of frequency, and diagrams. The quantitative data was

analyzed by using Constant Comparative Method as suggested by Strauss and Glasser in Earl Babbie (2001:372).

G. Indicator

This research will be said in category success when the students' passing grade raise to point 70, and 85% students achieve this point. Students' score in each grade describes as follows:

Table 3.1

The Students Score in Each Grade

No	Score	Grade
1.	85 >	A (Excellent)
2.	75 – 84	B (Very Good)
3.	65 – 74	C (Good)
4.	51 – 65	D (Fair)
5.	0 – 50	E (Poor)

In collecting data the researcher require the research instrument. In this research, researcher use 2 research instrument,

1. The interview guidance

The guidance interview is used in interview to avoid digress from the research target. This guidance is compiled not only based on the research target, but also the theory related to the research problem.

2. The observation guidance

Observation Guidance is used in order to the researcher can conduct the observation appropriate to the research goal. Observation guidance compiled based on the observation result to the subject behavior during interview and observation to environment or setting interview, and also its influence to the subject behavior and information which emerge at the time the interview take place.

H. Validity of Data

Before the instruments were used, they were given as a pretest. The pre test is to know how the students' master about their reading achievement using their prior knowledge. The pretest was intended to determine the level of validity of the test. In this research, the pretest was conducted to 30 of the nine grade students.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The activities fell into two groups: those considered preliminary phase of IBT and the main phase of IBT applying teaching cycle.

A. Preliminary Phase of the IBT

1. Preliminary Reflection

The teacher held small talks to students in break time.

Kalau disuruh menjawab pertanyaan yang berhubungan dengan reading text terus terang perasaan saya deg-degan, Bu. Takut kalau salah menyusun kalimatnya, structure dan vocabularynya.

The problem that most students encountered was especially difficulty in understanding the paragraph on reading text which taught to them.

2. Fact Finding Analysis

a. Test's Score

The research was done based on the result of the students' pretest before the research is conducted. The pretest conducted on November 29, 2011. Based on the curriculum, the score of the nine grade student at least should be 65. The result of the pretest was as follows: a) 26 students or equal to 83.87% got D (less than 65); b) 4 students or equal to 12.90% got C (65 – 74); c) 1 student or equal to 3.22% got B (75 – 84); and 0 student

or equal to 0% student got A ($85 \geq$). The passing grade of English is 65. It means that the students were still reluctant to study English which is shown from the fact that 16 students or equal to 55.17% were not passed.

b. The Non-test Results

The writer is a teacher for the seven-year and nine year. When they were in the nine year, she wanted her students to improve their English, especially in reading, by increasing their grammatical knowledge in studying English and improving their vocabulary.

B. The Main Phase of IBT Applying Teaching Cycle of Reading Comprehension

On the implementation of the research the students learn from their finding. It seems that this activity is useful for the students so when they are given assignment to find some information about the materials. Some students members of groups who presented the task did not comprehend their task because they felt difficult to express their ideas in English. The groups were not ready to present their task.

To solve the problem, the teacher had discussion with the collaborator, and made agreement: first, the groups should give their task to others groups, which they discussed, second they have to present the task in front of the class with speak loudly. The group suggested that there were reward and punishment when the discussion happened. For the groups who were passive, the class gave them punishment, for example to sing a song, make a joke or read a poem.

By the implementation of this agreement, the students become active individually and in-group. When they got turn to answer the question, they tried this question seriously. And the result, their vocabulary increase. In their task of vocabulary, their scores increased, so they were more confident than before.

There are some strength and weaknessess. They are as follow:

a. The Strength

That can be seen from the teaching process, the strength include (1) the improvement of the students mastery of reading text, (2) the change of attitude and conflict management, (3) the raising of motivation and interest, (4) the improvement of vocabulary, (5) leadership values, (6) the improvement of students' skill of report text, (7) the improvement of students' mastery of grammar and micro skills for reading, (8) the establishment of self-confidence and trustworthiness, and (9) the establishment of cooperation and collaboration and social values. (10) the improvement of the students' report text, (11) the improvement of making use of information technology, (12) emotional therapy.

b. The Weaknesses

Inspite of the strengths the researcher still finds some weaknesses. In presenting their tasks, the students did not pay attention to the time given. They could not manage the time well and effectively. Sometimes they used their time only to read the difficult instruction without paying attention the

discussion. Therefore, the time for each group was not enough to discuss their task.

The used English in discussion but sometimes their grammar was not correct or even they could not express their idea because they didn't know how to express it in English then they used *Bahasa Indonesia*. In giving response to other group's questions, they sometimes got difficulty in using suitable English words. Their vocabulary was poor, so although they know what the answer is but they cannot express them in English. They used *Bahasa Indonesia*.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter discussed three points, they are conclusion, implication, and suggestion. The conclusion presents the research finding of applying Inquiry Based Teaching to improve reading comprehension. The implication presents how teachers can implicate Inquiry Based Teaching in class. The last one is the recommendation of the next research that can be carried out next.

A. Conclusion

1. The Inquiry Based Teaching (IBT) strategy is effective to improve the reading comprehension of nine grade students in SMP MTA Gemolong. It is demonstrated from the improvement of students' reading comprehension shown from the average score gained and students' passing grade on each stage. In the initial stage, the average score was 51.94. It increases into 58 during the Cycle I. The average score was increased into 70.32 in the end of Cycle II. It increased into 72.90 after the Cycle III.
2. The strength and weaknesses in reading comprehension activity in class when teacher applied Inquiry Based Teaching (IBT) in SMP MTA Gemolong. They are as follow:
 - a. The Strengths
 - 1) the improvement of the students mastery of reading text
 - 2) the change of attitude and conflict management

- 3) the raising of motivation and interest
- 4) the improvement of vocabulary
- 5) leadership values
- 6) the improvement of students' skill of report text
- 7) the improvement of students' mastery of grammar and micro skills for reading
- 8) the establishment of self-confidence and trustworthiness
- 9) the establishment of cooperation and collaboration and social values
- 10) the improvement of the students' report text
- 11) the improvement of making use of information technology
- 12) emotional therapy.

b. The Weaknesses

- 1) the students could not manage the time well and effectively.
- 2) the students used English in discussion but sometimes their grammar was not correct or even they could not express their idea.
- 3) the students' vocabulary was poor.

B. Implication

By having a look at the fact, that there was significant improving achieved by the students and there were many advantages when Inquiry Based Teaching were implemented in the classroom practice.

C. Recommendation

Based on the previous experiences the researcher could give recommendation for a better teaching and learning to students in reading comprehension as follow:

1. For English Teachers

In improving students' English reading comprehension. The English teachers are suggested to:

- a. Implement Inquiry Based Teaching combines with using pictures and cards in teaching learning process.
- b. Select and present material precisely in accordance with students' level and need.
- c. Be ready to give necessary assistance whenever the students get difficulties.

2. For the students

For the advantages of betterment of students' reading comprehension, the students are suggested to:

- a. Follow the teacher's instruction obediently and critically when they are being trained to read the text.
- b. Consult with the related expert when they got difficulties.
- c. Read some books, magazines, or newspapers to enlarge their vocabularies.
- d. Browse from internet the benefits articles to enlarge their knowledge relate to the students' interest.

3. For the headmaster

To support the effectiveness of teaching learning process, the headmaster suggested to:

- a. Conduct training for English teachers to understand Inquiry Based Teaching to refresh grammar, and vocabulary as well as to be able to implement them better in the classroom practice.
- b. Complete the library with the books related to education books and students' interest, also many kinds of texts.
- c. Facilitate the classroom with modern instructional media such as LCD, computer, if possible with internet access, and necessary equipment.
- d. Conduct training for English teachers to be able to use modern instructional media and to be able to develop their aim material in accordance with the students' level and need.