

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the compulsory subjects which are taught in all education levels, namely Elementary School, Junior and Senior High School, and in all departments of university. Because English is an international language, the Indonesia government always makes effort to improve the quality of society especially adult generation to master English language, in order to be able to confront the competition in global era. One of the ways to increase the quality of adult generation is in education. Because of the importance of education, teaching deserves the first attention. In this case the teacher as the first important people in education must be professional.

Teaching English involves the four language skills namely; reading, writing, speaking and listening. Reading is one of the important skills. With reading people can know everything in the world. English reading is learned by all grades in education, because English is a primary lesson. Reading is a key to know all things in the world. Reading can be said as a primary way to access all knowledge and information around the world. Reading makes us have more knowledge and information. Reading makes us know everything which we do not know before. Through reading we can expand our view about things, people and events. So reading must be taught to all people and all age.

Reading is one of the skills in English. It is a complex way of learning. In reading, the students should have a competence to comprehend and understand text. Reading is learned by understanding not only the content but also the pronunciation and the intonation. To be effective in reading, students should often read anything text especially English text.

One of the requirements to help teacher in teaching the student is motivating the students to study harder and more diligent. As we know that reading need more skill to read the tools fluently. The teacher must make the students easier in learning reading, especially for the students in Junior High School in which the students are teenagers. So, the students will feel confident and comfortable in teaching learning process.

The Ministers of National Education in Indonesia attempts to increase education level in Indonesia by suggesting using inquiry-based learning as one of methods implemented in Scientific Approach. The inquiry-based learning is implemented in the learning process is a significant effort so that the student can enjoy in learning English especially in the reading skill. Hopefully, this method by using inquiry-based learning is better and correct their study become interesting when the process of their study naturally and reading skill development of good habit.

The inquiry leads the learner to gather information and data through applying the human senses, seeing, touching, hearing, tasting and smelling. The students become more prone to ask question as they most forward to achieve the equitation of their knowledge. Inquiring is a complex process in order to convert the information and data into useful knowledge. Inquiring makes the students involved into sequence of process in which the learners of the student are able to apply the method to various field of the study.

In inquiry-based learning process the teaching learning is divided into three steps, there are; Exploration, Elaboration and Confirmation. Exploration is a theory of instructional design with the basic argument that the lesson should be organized from a simple material into complex with the hope of developing an understanding on a more meaningful context to develop into an integrate ideas. Exploration covers some activities in teaching learning process such as; a teacher engages the students to find more information about the topic of subject; teacher uses any approach, learning media and other source of learning; teacher facilitates

the interaction students and the others students, students and teachers, environment, and the other source material; teacher engages the students to active in teaching learning process.

Elaboration is an initial effort to build knowledge to understand a phenomenon. It is divided into some processes, namely; forming the habit of students to reading and writing through their assignment; to facilitate the students through discussion and do exercise to get new idea from them; to facilitate the students in cooperative and collaborative learning; to facilitate the students to present individual and teamwork exercise in teaching learning process.

Confirmation is the last process to evaluate the lesson. In this activity, the teacher gives feedback about the material in classroom activity, gives confirmation about the result of exploration and elaboration of students though any sources, give motivation to the students who are less active in classroom activity.

Actually, the English teacher in SMP Muhammadiyah 4 Surakarta is encouraged to teach interactively, meaningfully and interestingly in the class especially to the first year students. They should be able to give impression to the students that learning English language is easy, unique, fun and meaningful. But, based on the field work that has been seen by the writer in SMP Muhammadiyah 4 Surakarta there are many students' opinion that learning English language is difficult to understand, very boring, and etc. The effect is the students have not interest to learning English language. And the inquiry-based learning try implementing in this school but the result is unknown because the teacher unusual with the term in teaching learning process.

Based on the explanation above, the writer is interested in conducting a research entitled **THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING READING AT THE FIRST YEAR OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

B. Limitation of the Study

In this research the writer focuses on the implementation of inquiry-based learning in teaching reading at the first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year because the writer wants to know whether the implementation of inquiry-based learning used by the teacher is successful or not in teaching-learning process.

C. Problem of the Study

The problems of this research are as follows:

1. "How is the implementation of inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 Academic year?"
The general question is specified into subsidiary research questions as follows:
 - a. What is the objective of inquiry-based learning in teaching reading?
 - b. What is the material of inquiry-based learning in teaching reading?
 - c. What is the media of inquiry-based learning in teaching reading?
 - d. What is the procedure of inquiry-based learning in teaching reading?
2. What are problems faced by the teacher in implementing inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year ?

D. Objective of the Study

Based on the problem statements above, the writer has some objectives in Implementation inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta as follows:

1. To describe the implementation of inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year,

such as to describe the objective, materials that uses, to know the media that uses, to describe the classroom techniques and to describe the procedure.

2. To identify the problems faced by the teacher in implementing inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta in 2014/2015 academic year.

E. Significance of the Study

There are two kinds of significance of the study, namely:

1. Practical Significance

The expected advantages from this research are the valuable contributions to the teacher, the students and other researchers:

a. For the teacher

The result of the methods gives additional inputs for the teacher in teaching English especially teaching reading at the first year of SMP Muhammadiyah 4 Surakarta so teaching-learning process will be more creative, meaningful, fun and interesting.

b. For the students

The result of this research will enrich the students' knowledge about the implementation of inquiry-based learning in teaching reading at the first year of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year.

c. For the other researchers

They will get more knowledge and information about descriptive study on the implementation of inquiry-based learning in teaching reading to the first year of SMP Muhammadiyah 4 Surakarta which focuses on the implementation are used and the problems are faced by the teacher in teaching-learning process. They can use this research as the reference for the next research.

2. Theoretical Significance

The writer hopes that this research as one as of references for another researchers who conduct the same object with different school or perspective.

F. Research Paper Organization

In order to make the readers able to catch part of the research easily, the researcher arranges the research into five chapters. There are Chapter I that is introduction which consists of the background of the study, limitation of the study, problem of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study, notion of reading and teaching reading, type of reading and notion of inquiry-based learning, characteristic of inquiry-based learning, and implementation of inquiry-based learning in teaching reading.

Chapter III is research method presenting type of the research, subject of the study, object of the study, data and data source, method of collecting data and method of analyzing data.

Chapter IV is discussing research finding and discussion. The research finding is elaborated into describing the implementation of Inquiry-based Learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta and clarifying the problem faced by the teacher implementing Inquiry-based Learning in teaching reading.

Chapter V is conclusion, implication, and suggestion. After chapter V, the researcher presents, bibliography, virtual reference and appendix.