

ADVISOR SHEET

Thesis by:

NAME : KAMILIA

NIM : D35206009

**TITLE : IMPROVING STUDENTS' READING ACHIEVEMENT
USING INQUIRY APPROACH IN TEACHING
ENGLISH AT SECOND YEAR STUDENTS OF MA
BANU HASYIM JANTI WARU SIDOARJO**

Has been accepted and approved to be examined.

Surabaya, January 11th, 2011

Advisor



Dra. Irma Soraya, M.Pd.
NIP.196709301993032004

TABLE OF CONTENT

COVER SHEET	i
ADVISOR SHEET	ii
APPROVAL SHEET	iii
MOTTO	iv
DEDICATION SHEET	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF APPENDIX	xii
CHAPTER I: INTRODUCTION	
A. Background of The Study	1
B. Problem of The Study.....	6
C. Objective of The Study	7
D. Significance of The Study	7
E. Scope and Limitation of The Study	8
F. Definition of Key Terms.....	9
G. The Systematization of Discussion	10
CHAPTER II: REVIEW OF RELATED LITERATURE	
1. Teaching English.....	12
2. The Nature of Reading.....	13

2.1. The Importance of reading.....	16
2.1.2. Reading Purpose	17
2.1.3 Reading Comprehension.....	19
3. Teaching Reading.....	20
The Importance of Teaching Reading.....	20
3.1.2. The Teacher’s Role in Teaching Reading.....	22
3.1.3. Reading Method.....	22
4. Contextual Teaching and Learning	24
4.1. Inquiry as Means of Method in Teaching Reading.....	26
4.2. Procedures of Inquiry Learning	27
4.2.1. Main Activities of Inquiry Approach	29
4.3. The advantages and Disadvantages of Inquiry approach.....	30
5. Assessment of Reading	30
5.1. The Criteria of Success	32
5.2. Identify Purpose	33
5.3. Review Related the Study	34
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	35
B. The Subject of The Research	39
C. Research Procedure.....	40
a. Preliminary Study	40
b. Planning	40

c. Implementing The Action	41
d. Observing The Action.....	41
e. Reflecting.....	41
D. Data and Source of Data	43
E. Data Collection Technique	43
1. Observation Checklist.....	43
2. Field Note.....	44
3. Interview	45
F. Research Instrument.....	45
G. Data Analysis Technique.....	46
H. Concluding Data	47
CHAPTER IV: RESULT AND DISCUSSIONS	
A. The Glance Description of Research Object	49
B. The Descriptions of Research Findings	
1. The Description of the Teacher’s Activities in Implementing Inquiry Approach Technique	51
a. First Cycle	51
b. Second Cycle	55
c. Third Cycle	59
2. The Result of Observation Checklist and Field Note	64
a) First Cycle	64
b) Second Cycle.....	65

c) Third Cycle.....	65
3. The Results of Interview for the Students.....	66
4. The Results of Students' Reading Ability	68
C. The Discussions of Research Findings	
1. The Teaching and Learning Process.....	69
a. First Cycle	69
b. Second Cycle	73
c. Third Cycle.....	76
2. The Discussions of Observation Checklist and Field Note	77
3. The Discussions of Form Interview for the Students.....	78
4. The Discussion of the Students reading ability.....	80
5. The Criteria of Success	81
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	83
B. Suggestion	84
1. Suggestion for the Teacher	84
2. Suggestion for the Students	85
3. Suggestion for Other researcher.....	86

APPENDIX

LIST OF APPENDIX

<u>APPENDIX 1</u>	PRELIMINARY STUDY OBSERVATION
<u>APPENDIX 2</u>	LESSON PLAN BASED ON PRELIMINARY STUDY
<u>APPENDIX 3</u>	LESSON PLAN FIRST CYCLE
<u>APPENDIX 4</u>	LESSON PLAN SECOND CYCLE
<u>APPENDIX 5</u>	LESSON PLAN THIRD CYCLE
<u>APPENDIX 6</u>	READING TEXT FIRST CYCLE
<u>APPENDIX 7</u>	READING TEXT SECOND CYCLE
<u>APPENDIX 8</u>	READING TEXT THIRD CYCLE
<u>APPENDIX 9</u>	GENERAL KNOWLEDGE FIRST CYCLE
<u>APPENDIX 10</u>	GENERAL KNOWLEDGE SECOND CYCLE
<u>APPENDIX 11</u>	GENERAL KNOWLEDGE THIRD CYCLE
<u>APPENDIX 12</u>	READING TEST FIRST CYCLE
<u>APPENDIX 13</u>	READING TEST SECOND CYCLE
<u>APPENDIX 14</u>	READING TEST THIRD CYCLE
<u>APPENDIX 15</u>	OBSERVATION CHECKLIST FIRST CYCLE
<u>APPENDIX 16</u>	OBSERVATION CHECKLIST SECOND CYCLE
<u>APPENDIX 17</u>	OBSERVATION CHECKLIST THIRD CYCLE
<u>APPENDIX 18</u>	FIELD NOTE FIRST CYCLE
<u>APPENDIX 19</u>	FIELD NOTE SECOND CYCLE
<u>APPENDIX 20</u>	FIELD NOTE THIRD CYCLE
<u>APPENDIX 21</u>	INTERVIEW FORM FOR THE STUDENTS
<u>APPENDIX 22</u>	THE RESULT OF INTERVIEW
<u>APPENDIX 23</u>	THE PROGRESS OF STUDENTS READING ABILITY
<u>APPENDIX 24</u>	THE ANALYSIS OF STUDENTS SCORE FIRST CYCLE
<u>APPENDIX 25</u>	THE ANALYSIS OF STUDENTS SCORE SECOND CYCLE
<u>APPENDIX 26</u>	THE ANALYSIS OF STUDENTS SCORE THIRD CYCLE

CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

A. Background of The Study

English as international language since it is used around the world. Stern states that English is learning in many countries across the world, this is not only with references to specified English speaking territories, but as means of international communication across national boundaries among speakers of other language.¹ It means that English is one of the important languages, because most of people from different countries use English as international language to communicate with others and also as a media to relate the knowledge, scientific, technology, politics, trading, academic as well as education.

Language is a complex specialized skill, which develops since the child age spontaneously, without conscious effort or formal instruction is deployed individual, and is distinct from more general activities to process information or behave

¹ Stern, H.H. *Fundamental Concepts of Language Teaching*, (New York: Oxford University Press, 1983), p. 17

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

intelligibly.² Because of language operates in a speech community and is culturally transmitted; i.e., people acquire language through their culture.³

Nowadays, English language has been taught in all level of education, from the elementary school until the university. English language becomes a subject of lesson that must be taken by every student in school.

As we know that teaching English in education is divided into three parts, teaching English as a foreign language (TEFL), teaching English as a second language (TESL), and teaching English to speaker of other language (TESOL) because the learners of English in Indonesia find the English only in their classroom not daily language use.

Formally teaching English as a foreign language involves four language skills, they are speaking, listening, reading and writing. An English teacher must be responsible for these aspects in practicing their knowledge which are appropriate to the students' need. In formal learning, risk-taking is controlled, usually by the teacher.⁴ The four language skills above are taught and developed integrated, but the reading skill is the most important that can support the process of mastering the other skills, because reading can improve the students ability to speak English fluency, increase the vocabularies, comprehend the English text and also to compose writing skill.

² H. Douglas Brown, *Principle of Language and Teaching*, 4th ed, (Addison Wesley Longman, Inc, 2002), p. 5

³ Renzo Titone and Maracel Danesi, *Applied Psycholinguistic: An introduction to the Psychology of Language Learning and Teaching*, (London: University of Toronto Press, 1985), p. 4

⁴ David Milton, *Teaching Skills in Further and Adult Education*, (Australia: Thomson, 2005), p.

receives a special focus. Although reading to be a special focus in foreign language teaching, the teaching should emphasized the teaching learning activities in reading without ignoring the other skills.

The teacher must pay more attention in developing reading program. Based on this goal, the teacher should prepare themselves to find a better way or method to help their students to reach the target aims that lead to increase student's achievement.

There are many techniques and strategies that used by the teacher to teach reading such as, KWLH Technique, DRTA Technique, SAVOR procedure Technique, ORAL Reading Technique and the ELECTRIC Technique. This study was applied in technique of teaching reading.

There were two previous researches related this study those are: Studi Komparasi Hasil Belajar Antara Metode Expository Learning Dan Inquiry Discovery Dalam Bidang Studi Pendidikan Agama Islam di SMKN 1 Surabaya. This reseach was conduted by Husni Mubarak, 2007. The result of this study there were comparation between Expository Learning and Inquiry discovery. Inquiry Discovery more effective than Expository Learning. The percentage of Table Test (7, 00 > 8, 00) means that Inquiry Discovery better than Expository Learning. Other previous research was Implementassi Model Pembelajaran Jurisprudential Inquiry pada Mata Pelajaran Pendidikan agama Islam di SMP Muhammadiyah 12 Lamongan by Ifa Faridah, 2009. The result of this study showed that 89, 96% have been implemented well by the researcher. The similarities between those two study and this research were using inquiry method, using interview and observation of the of the data collection technique. The differentiates with this study were focused on English

language especially reading skill, there is no comparison between two methods, focused on four main activities in inquiry approach; observing and analyzing activities, investigating activities, theorizing activities and questioning activities.

Inquiry approach is one of strategy or method which is expect teacher to engage learners in order higher thinking activities, expand their deep knowledge about reading comprehension; and create activities to the world beyond the classroom because inquiry based learning is a strategy which follow the science methodology and provides an opportunity to do the meaning full learning.

Inquiry is a complex idea that means many things to many people in many contexts. It emphasize three thing, i.e. 1) it is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, either individually or in group work. 2) It begins with observation and progress to understanding the concept. 3) It develops and implements critical thinking skills.⁸

According to Hisyam Zaini et.al in his book of active learning strategy states that in this simple technique can arise the curiosity of students by asking them to make prediction or estimates about the topic or an question.⁹ This approach can make the students active during the process of learning in the classroom and critical thinking because they find the way of study by themselves and other reason because Inquiry Approach is learning which is refers to the (students centered) than teacher centered.

⁸ Nurhadi, et.al. *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, (Malang: Malang University, 2004), h. 43

⁹ Hisyam Zaini and Bermawy Munthe, *Stretegi Pembelajaran Aktif: Inquiring Minds Want to Know*, (Yogyakarta: Pustaka Insan Madani, 2008), h. 28

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Chapter III : Research Methodology

This chapter is focused on a description of the research design, the subject of the research, research procedure, data and source of data, data collection technique, research instrument, data analysis technique and concluding data.

Chapter IV : Results and Discussions

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the research object, the descriptions of research finding and the discussions of research findings.

Chapter V : Conclusion and Suggestion

This last chapter presents the conclusion and the suggestion of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher reviews of related literature, which covered a related theories and reviews understanding theory which used in the study concerning with the reading ability. To be more specific, the reviews consist of some points. Those are: (1). Teaching English, (2) The Nature of Reading, (3) The Importance of Reading, (4) Reading Purpose, (5) Reading Comprehension, (6) Teaching Reading, (7) The Importance of Teaching Reading, (8) The Teacher's Role in Teaching Reading, (9) Reading Method, (10) Contextual Teaching and Learning, (11) Inquiry as Means of Method in Teaching Reading, (12) Procedure of Inquiry Learning, (13) Advantages and Disadvantages of Inquiry Approach, (14) Assessment of Reading, (15) The Criteria of Success, (16) Identify Purpose and (17) Previous Research Related the Study.

1. Teaching English

Teaching is building and facilitating learning, enabling the learner to learner, setting the conditions for learning.¹⁰

In accordant with definition of learning that is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching can be defined as showing or help someone to learn how to do something, giving instruction, guiding in the study of something. So, teaching can not be defined apart of learning.

¹⁰ H. Douglas Brown, *op.cit*; p. 7

5. Be committed to understanding and implementing an approach to evaluation that inform students and direct instruction.⁴²

In this study the researcher using selected response assessment such as:

1. Multiple choice items.
2. True false items.
3. Matching exercises.
4. Short answer.
5. Fill in items.⁴³

Assessment Guide

- Correct answer, right and good structure : 4
- Correct answer, right and inappropriate structure : 3
- Correct answer, less precise and less structure : 2
- The answer is less precise, less true and less structure : 1

Score : $\frac{\text{Total Skors}}{\text{Maximal Skor}} \times 100 \%$ Total Minimum Skor KKM : 75⁴⁴

Maximal Skor

5.1. The Criteria of Success

The researcher set up criteria of success to estimate whether the implementation of the action is effective or not. These criteria of success are formulated to see whether the application of inquiry approach technique in teaching reading succeeded or failed.

⁴² J. Michael O'Malley et al; *Authentic Assessment for English Language Learners: Practical Approaches Teachers*, (USA: Wesley Publishing, 1996), p. 97

⁴³ Beni S. Ambar Jaya, *Tekni-teknik Penilaian Kelas*, Loc.cit.

⁴⁴ *Adapted from Standard Competency of English Syllabi in KTSP*

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about (a) the research design, (b) the subject of the research, (c) research procedure, (d) data and source of data, (e) data collection technique, (f) research instrument, (g) data analysis technique and (h) concluding data. All of those components are discussed in this chapter as follows:

A. Research Design

The research is classified as classroom action research. According to Jean McNiff classroom action research is an approach to improve the educational through change, by encouraging teacher to be aware of his/her practice, to be critical of that practice, and prepare to change it.⁴⁶ It means that when the teacher more aware of how his/her students learnt, moreover the whole educational process hopefully becomes more enjoyable and meaningful.

In other hand, a classroom action research is a kind of research that begins with a question or question about classroom experiences, issues, or challenges. It is reflective process that will help teacher change and improve. Classroom action research are provided for teacher who want to understand about teaching and learning, develop teaching skill and knowledge and take an action to improve students learning. In the classroom action research, researcher enters the classroom, watches, records and note taking what happen there and reports the finding.

⁴⁶ Jean Mckniff, *Action Research Principles and Practice* (London: Rutledge, 1988), p. 475

the discussion about the implementation of planning action, they can discuss about the obstacle or the successful of the previous cycle. Discussion conducted by them with the purpose to make good lesson plan for the next cycle.

There are two kinds of reflection employed in this study. The first reflection was concerning to what teacher has done in implementing the action and student's behavior in applying inquiry approach in teaching reading. It was conducted after the teaching learning process finished on each meeting beginning on June 4th up to 16th June 2010. It was also gained based on the result of observation checklist, and note. The researcher and the real teacher crosscheck it to share perception about the strength and the weakness of the teacher in implementing inquiry approach as method to improve reading ability. Furthermore, it was also used to check the student's behavior in doing task. In conclusion the objective of this reflection is to improve the teacher's step in implementation in the next meeting.

The second cycle and three cycles as the last reflection were a total process that conducted for each cycle. It was made to judge to what degree the student's competence in each cycle that has been improved. In addition the strength and the weakness of implementing inquiry approach as method to improve reading ability are also evaluated test result. However, the researcher in this study was able to finish one cycle in one meeting. Therefore the researcher only needs reflection for each meeting.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the researcher tries to introduce data and analyzed them which were collected and obtained during the research. The results and discussions including answering the problem of study that stated in the first chapter which are as follow: (1) How are the students' responses in learning English by using Inquiry Approach? (2) How is the class atmosphere when Inquiry Approach is implemented? (3) How is the progress of the students' achievement in reading after Inquiry Approach implemented?

To answer the first question the researcher needed to describe the data from the interview result and their opinion after inquiry approach was implemented in teaching learning process and also to known students difficulties when inquiry approach implementing in reading subject.

To answer the second question the researcher needed to describe and used the data from the result of field notes and observation checklist to note down anything that happened in classroom which not covered in observation checklist. It is containing descriptions of what the observer saw, heard and anything experienced that happened in the class during the process of teaching and learning. And researcher used the data from the result of observation checklist that contains the descriptions the application of inquiry approach in teaching reading.

And the result of those data (direct observation checklist for the students, note talking and interview) would be analyzed by the researcher and the teacher

found the way of study by themselves in a group, they demonstrate a desire to learn more with their group, and also they express their own idea which is their found based on the text. Some of the students were answered and gave statement about hortatory exposition text, but the other students are not completed in remaining the hortatory exposition text.

Therefore, the teacher was tried to give simple example about hortatory exposition text. After that, students were read the text carefully and discussed with their group to look for the genre of text, generic structure and grammar which is usually used to identify the hortatory exposition text. Teacher was given 20 minutes to discuss with their friends and students wrote down their own writing/the results of discussion.

When the students were done in discussing, teacher asked for every group to make presentation to test students how deep they understood the materials. Student for other group were asked anything questions of the presentation group and the presentation group were tried to answer all their friends questions based on the text by their own words. While the group was performing their work in front of the class, all of the students were paid attention. Teacher was given correct answer after all of the group presentation was done.

To measure students understanding about the materials teacher was guided the students to make an outline of hortatory exposition text according to the question of an exercise in part A. Here, the students have different opinion and suggestion about the text of “National Education in

text to make them easier understood and comprehend the reading text. Teacher asked for students to mention the difficult words in a text to avoid missed understanding and easier to comprehend the reading text. It was based on the reflection of the first cycle.

The students were mentioned some of difficult words such as, wealthier, factions, deprived, despite and adverse. Here, the teacher asked for other students who were known the meaning of those difficult words to give them chance to express their opinion in front of their friends.

In observing activities, the teacher was gave the hortatory exposition text about “Child Marriage” and asked students to read. The students look for the genre of the text, social function, generic structure and grammar which is usually used to identify the hortatory exposition text. And the last, students were written their own writing as the result of their discussion.

In questioning activity the students were started to make presentation; students from other group were asked anything questions of the presentation group. To test students’ comprehension how deep they were understood the material also to enrich students’ knowledge from their answering question by their own words. The students were done well their presentation, they were tried to answer the question correctly. But, one of the presentation group just kept silent did not express her opinions. The teacher was guided her to spoken.

means the students really understood and still memorized their reading material about “child marriage” as a previous topic.

In this third meeting the teacher used true – false table of hortatory exposition text for warming up. The teacher asked for students to analyze this text and gave the correct answered based on the fact of the text. The teacher gave limited time to finished it, but the students were done their paper not more than 10 minutes as allocated times.

After that, the teacher gave simple examples about sentence connector based on the reading text such as first, second, third, next, after that the last, etc. and asked students to make sentences using sentence connector. In theorizing activity the teacher asked for students to make a group consist of 5 persons and than teacher gave hortatory exposition text about “technology which gives bad effects”. Students were read, looked for the genre of text, social function, generic structure and grammar which is usually used to identify hortatory exposition text. Students were active found the way of study by themselves in a group; they were discussed with their friends and they note down their own writing as the result of discussion.

In questioning activity teacher asked every group to make presentation the result of discussion to test students’ comprehension how deep they were understood the topic. Students from other group more active asked question of the presentation group better than the first and the

Question number 1	100 %	vocabulry matery and also through reading the studens be able to speak and practice their speech.
Question number 2	100 %	The students answered that there are difiiculties in understanding the reading text, especially understanding voabularies and generic stucture.
Question number 3	Difficult Words: 100 % Generic Strucure: 25 % Grammar: 15 %	The students answered that there are difiiculties in understanding the reading text, such as did not understood the meaning of difficult words, identify the tense or gammar and generic structure in the text.
Question number 4	85 %: Very like English language 15%: Just so so	The students answered that they like English language, but some of them answered just so so in learning English language.
Question number 5	Good: 55 % Important: 35 % Enjoy: 10 %	The students stated that reading are good and one of important subject in learning English language, because reading could make them joy when understood the writer said in writing text. It will enrich their vocabularies.
Question number 6	Enjoy: 70 % Practice the skill of English language: 20 % Serious: 10 %	The students answered that they like method which makes them enjoy and easy to understood reading subject, method which makes them active involvement during the process of teaching-learning English and sometimes need serious in doing it in order to make them more focus in study.
Question number 7	100%	One hundred percent students answered that they like this method because students'opinion Inquiry Appoch is one of interesting method that makes students to be critical thinking, easier to

4. Make an outline of a hortatory exposition text according to the question above!
 - Child marriage is a harmful traditional practice that weds young people, almost exclusively girls to men who are usually significantly older than their new bride. Child brides lack even the most fundamental human rights, and they remain largely invisible to development efforts. Child marriage may have many purposes. The nobility of some cultures tend to use child marriage among different faction or states as a method to secure political ties between them. The lack of education of girls. In the practice is often deprived of her basic right of health, education, development and equality is a bad influences. We should be improve the education and deeper of religion to force and combat child marriage.
 - The students have done well their outline work. It means the students really understood the material; the students are able to comprehend the reading text.
5. Give your opinions and suggestions to combat the presence of child marriage?
 - Should be improve the education and deeper of religion. Obligation of study twelve years.

still asked the meaning of the difficult words. The students were shy because it was the first time for the students used new technique that was given by the researcher and new focused especially reading skill.

In the second cycle the students become more active during the process of teaching and learning. Because the teacher always gave them stimulus with asked some questions and reminded the students to give their friends a chance to express the ideas. The building of knowledge about hortatory exposition text motivated students easier to understood the reading text. The students also understood what they have to do and the students were showed cooperative behavior during presented the materials. When the students found difficulties in understanding the words from their friends' question, the students immediately discussed the words with their friends in the groups. The second observation checklist score was 85, 71%.

In the last observation checklist the researcher found the students were appeared to enjoy reading comprehension. This could be seen from their attitude in the classroom. The researcher observed the students who gave participations. There were activities such as asking question, showing their opinion and reading the passage. The researcher also found out there was a significant improvement made by the students and also had positive effect toward the students to solve their problem about some difficult word they found when they should comprehend and answer the question of the text. Students were very enthusiastic when the teacher asked them to summarize or made conclusion related the topic. The students were also enthusiastic to

critical thinking in studying English language. It means teacher has good performance in implementing inquiry approach technique to improve students' reading ability.

- c) The criteria of success also based on students' reading score that dealing with the KKM (Kriteria ketuntasan Minimal or Criteria to Reach the Score) in MA Banu Hasyim school. Students have to reach minimal 75 score in English subject.

Based on the result of students' reading test, it stated that more than 87 % students score improved for the last meeting. Moreover most of them got equal and even more than the standard KKM 75 score from first cycle until the last cycle.

According to Arikunto, she stated that in classroom action research the researcher has to give more respond toward everything that improved in class. Such as: the score of students that was measured by reading test, improvement of the teacher and students in teaching - learning activities for each meeting that was measured by observation checklist.⁵²

⁵² Arikunto Suharsimi, prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2009), p.134

