IMPROVING STUDENTS' READING ACHIEVEMENT USING INQUIRY APPROACH IN TEACHING ENGLISH AT SECOND YEAR STUDENTS OF MABANU HASYIM JANTI WARU SIDOARJO

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ABSTRACT

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English is one of the international communication languages. It has been though most of people in different countries as a media to relate the knowledge, scientific, technology, politics, trading and academics as well as education field. Nowadays, English language has been taught in all level education, from the elementary school until university. English language becomes a subject of lesson that must be taken by the students in the school. But, most of the students still have problem with English, especially for reading.

Based on the reason above, the researcher chooses inquiry approach in teaching English to improve students' reading ability. 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 that provides an opportunity to do the meaning full learning. 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.

The objectives of this study are about how the students' responses in learning English using inquiry approach, how the class atmosphere when inquiry approach implemented and how the progress of students' reading achievement in reading after inquiry approach implemented. The subject of this study is the second year students of MA Banu Hasyim Janti Waru Sidoarjo 2009-2010 academic years. The students were enthusiastic and interesting in applying this inquiry approach technique. This method was making the students easier to understand the reading materials. The result observation checklist in the last cycle proved that 92, 85 %. It means most of student's active involvement in the process of teaching and learning. It also based on the result of interview for the students. The progress of students' reading achievement in reading after inquiry approach implemented was 89, 5. It was happened because the students could answer the reading test perfectly, their reading comprehension, spelling and grammar better than the first and the second cycle.

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CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intents 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. 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

.

Stern, H.H. Fundamental Concepts of Language Teaching, (New York: Oxford University Press,

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. ⁴The 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 Wesely 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

Teaching English in Indonesia is emphasized on the teaching of reading, therefore reading an important subject for students. They can develop and open their brain trough reading. It means that we can get a lot of information and we can hold the world by reading.

It means that reading has more proportions than listening, writing and speaking without ignoring those other skill. It is stated by Daniel R. Hittleman that reading is a verbal process interrelated with all other communication abilities, listening, writing and speaking.⁵ Because here, the students build their cognitive skills.

Greenwood states that cognitive skill in reading includes the following abilities:

- 1. To anticipate both the form and content;
- 2. To identify the main idea (5);
- 3. To recognize and recall specific details;
- 4. To recognize the relationship between the main idea (5) and their expansion (example, etc.);
- 5. To follow the sequence, e.g. events, instruction, situation, stage of an argument;
- 6. To inter from the text (read between the lines);
- 7. To draw conclusions:
- 8. To recognize the writer's purpose and attitude.⁶

⁵ Daniel, R. Hittleman, *Developmental Reading: A Psycholinguistic Perspective*, (Chicago: Rand MC Naily. College Publishing Company, 1978), p. 5

⁶ John Greenwood, Developing Reading in Garry At All (Editor). The Teaching of English As An International Language a Practical Guide, (Britain: Glagsow, 1981), p. 89

Those abilities above should be achieved by students who want to improve their comprehension of reading. Another aspect that is important in reading comprehension is a purpose of reading. This opinion based on Greenwoods, he states:

Efficient reading depends first all on having a purpose of reading, knowing why the reader are reading a text; the purpose will usually determine the appropriate type of reading and the relevant reading skills to be used.⁷

This statement means if the student want to comprehend the materials (what the reader read) better, the reader should have an aim or purpose as guidance for what the reader want to know. On the other hand if the student does not have a purpose, they will not have an idea what they want to find out from the materials.

However, we need to know the comprehension of the student after having task in materials by asking them to answer the questions in the reading text, because some of students can read the word in a passage perfectly, but sometimes unable to answer question that call for making inferences or for identifying the main idea, it is because they have some lacks vocabularies that they do not understand and difficulties to get the main idea of the text or the key word in a text.

That is why the teaching reading in a foreign language is difficult. The teacher primary helps the students to build up adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading activities. The student should know the language well enough to read efficiently.

Students need chances to build up processing abilities in a language.

Therefore, in reading subject students be able to build up process abilities in many contexts. In other hand, in many foreign language teaching situations, reading

⁷ Ibid, p. 83

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 Mubarok, 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 comparation 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.

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. 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

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

Based on the reasons above, the researcher would like to hold a study on the title of research improving students reading achievement using Inquiry Approach in teaching English at second year students of MA Banu Hasyim Janti Waru Sidoarjo in creating hortatory exposition text. The researcher chooses them because they get hortatory exposition text as their materials, also because of Inquiry Approach did not use by the teacher in teaching reading. The researcher want to implemented Inquiry Approach in reading class is to know how far it can influence students' reading ability. The researcher quite sure that the students will be interested and motivated them to improve their reading ability.

B. Problem of the Study

Based on the background above, the problem of the study can be formulated as follows:

- 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?

C. Objective of the Study

The purposes of this study are:

- 1. To describe the students' responses in learning English by inquiry approach.
- 2. To describe the class atmosphere during the inquiry approach implemented.
- 3. To know how far Inquiry Approach improve student's reading ability.

4. To describe the progress of the students' achievement in reading after inquiry approach implemented.

D. Significance of the Study

Looking at the objective above, the results of the study are expected to be able to give contribution to the English teaching and learning process, especially to the development of teaching and learning strategies of reading ability that can be implemented and applied on every school in Indonesia to grow and increase students' motivation in reading skill.

The result of the study is also useful for the English teacher of MA Banu Hasyim Janti Waru Sidoarjo as an additional inventory of English teaching and learning process, especially for teaching English of reading and to give them inspiration that teaching reading using Inquiry Approach is on of interesting solution because during the process of study the student be able to found their way of study by themselves by observing, analyzing activity, theorizing activity, questioning and investigating activity. The findings of the study can be used as an alternative approach to help students' in improving their reading achievement.

And for the students of MA Banu Hasyim Janti Waru Sidoarjo, especially for the second grade students, the result of this study is expected will get input and experience of a way in learning reading, and also to give them motivation in order to be comprehend the reading text. Beside that, it can useful to enrich their vocabularies as well.

The last is for the researcher; by applying this Inquiry Approach hopefully can provide a scientific reference and knowledge especially for reading ability.

E. Scope and Limitation of the Study

This study took place at second grade students at Islamic Senior High School Sidoarjo, and focuses on the implementation of inquiry approach in teaching reading at Banu Hasyim Islamic Senior High School Sidoarjo. All of students will get same treatment. The writer chooses Banu Hasyim Islamic High School because the daily language of this school uses English and Arabic language (Bilingual). And other reason because the inquiry approach is did not yet apply in teaching reading in this class.

Inquiry approach will be successful if applied in the classroom with a small number of students, so teacher can stay focus and keep student active in the class. The researcher will do classroom action research on the scope and limitation as below: 1) this study will be implemented for second year students of MA Banu Hasyim Janti Waru Sidoarjo. 2) the researcher will focus in teaching reading ability among the four skills of English Language. 3) the researcher will introduced and use a strategy of Inquiry Approach in teaching reading. 4) the main activity in teaching using Inquiry Approach are consists of: observing, questioning, analyzing and theorizing activity.

F. Definition of Key Terms

Improving

Make something better especially, in learning of reading ability.

> Students' reading achievement

Achievement of study is valuation of the student development in learning process about knowledge, intelligent, or skill that know after doing valuation.

So, students' reading achievement is the result of reading activity which got by someone after reading text integrally and after the inquiry approach implemented.

➤ Inquiry approach

Inquiry approach is one of strategy or method which is consist of observing, questioning, analyzing and theorizing activity both individually or in group work. This strategy is emphasized to solve the problem; students become independent learner.

It begins with observation and progress to understanding the concept, and also it develops and implements critical thinking skills.

> Teaching English

Give a lesson or knowledge to the students about English language, teaching English means teaching English for reading. The topic and material are related with the objective of teaching and learning in the reading class.

G. The Systematization of Discussion

Chapter I

: Introduction

This chapter comprises and discusses about introduction that consists of background of the study, problem of the study, objective of the study, significance of the study, the scope and limitation of the study, the definition of key terms, and the systematization of discussion.

Chapter II

: Review of Related Literature

This chapter discusses and reviews the understanding theory related to the study. This review discussed about: Teaching English, The Nature of Reading, The Importance of Reading, Reading Purpose, Reading Comprehension, Teaching Reading, The Importance of Teaching Reading, The Teacher's Role in Teaching Reading, Reading Method, Contextual Teaching and Learning, Inquiry as Means of Method in Teaching Reading. Procedures in Inquiry Learning, Advantages and Disadvantages of Inquiry Approach, Assessment of Reading, The Criteria of Success, Identify Purpose and Previous Research Related the study.

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

Nathan Gage, in 1964 years noted that: "to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching".11

In teaching English teacher should understand about how the learner learns will determine her or his philosophy of education, teaching style, approach, methods, classroom technique and has many ideas to improve learning activities. Teaching English as a Foreign and Second Language is influence by two ideas, they are:

- Language teaching is influenced by the ideas on the nature of language (language theories).
- Language teaching also influenced by the ideas on the learning conditions that make the learners to acquire the language (learning theories).¹²

2. The Nature of Reading

There are some definitions about reading. One of them is Greenwood who states that reading is silent and individual activity, since the writer's expectation was the text would be read, not heard. 13 It means that the students can improve their reading skill by reading a lot even though the teacher does not guide them in the process of teaching reading activity.

Beside that, Harris and Sipay states that reading has been definite as the ability to recognize printed symbols comprehend the reading. It means that reading is result of the interaction between perception of graphic symbols that represent

¹¹ Ibid.

¹² Ibid. p. 20 13 John Greenwood, *op.cit*; p. 81

language and the reader tries to understand the meaning intended by the written.¹⁴ To get them the readers should know the sounds of the language, structure and vocabulary. It is supported by Crafft that says the basic purpose of learning reading is to find meaning, comprehension and understanding.¹⁵ The readers will try to comprehend the passage in order to understand the message that the author conveys in the written language comprehend is related to what they do not know before and what they know often they red.

Reading is grasping the language pattern from their written representation quickly without analysis of what symbols represent what sound". In this statement Lado concentrates on language "Pattern", so that there is a material or text, readers are asked to clarity the "Pattern" in the text.

Because reading is a skill in which the students will have the greatest ability at the end of their language study. It means the student require knowledge of vocabulary and structure of the language. As the writer know knowledge is regarded, as an important thing since comprehending the text is an interactive process in which the students point of view about world around them and the topic carried in the text interact with the message converged either directly or indirectly.

It means that to facilitate the comprehension depends on the students understand toward a certain text, the teacher should take into consideration the students' background knowledge or experiences. Some researcher or educators

¹⁴ Harris, Albert, et.al. How to Increase Reading Ability, (New York: Longman, Inc, 1980), p. 2

¹⁵ Kenneth Craft, Reading On The English As A Second Language for Teacher And Teacher Trainers, (Boston: Little Brown and Company, 1980), p. 348

believe that the students' comprehension depends upon their perception and experiences about their environment and about what happens around them.

Moreover, Gallet has an opinion about reading. He says that reading is a constant process or guessing and what one brings to the text is often more important that what one find on it.¹⁷ It means that reading is process or guessing continuity. Before doing that the readers have something in their mind that is usually called background of knowledge. By using this background of knowledge, the readers compare with the context of the text. Good readers are able to relate the text and their own background of knowledge is important, because it brings the reader easy to guess the content of the text.

2.1. The Importance of Reading

Reading is an important subject which consists of teacher's commands or instructions toward students, as Nuttal states that reading widely is a highly effective means of extending a teacher's command of language so it an important place in classroom where language learning is the central process. She also adds that the aim for teaching reading is to enable students to enjoy (or at least feel comfortable) with reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and adequate understanding. Meanwhile, reading is central to learning process. Those, in order to comprehend the text, readers or

¹⁷ Francois Gallet, Developing Reading Skill A Practical Guiding Comprehension Exercise, (Combridge USA: Combridge University Press, 1981), p. 7

¹⁸ Christine Nuttal, *Teaching Reading Skills in A Foreign Language*, (London: Heinemann Educational Book, 1996), p. 31

students must enjoy the reading text and read it silently as well as a certain speed reading.

Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow argument, and detect implication. They know most of the words in the text already, but they can also determine the meaning of unfamiliar words from the context.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. The best way to acquire a large vocabulary is to read extensively, because reading is basic skill to gain a success in real world. Reading plays very important role in facilitating the student who expect to gain success from his study. According to reading authorities, about 90 % of all the study activities that are carried on in regular high school subject involve reading.

A success person is a person who read a lot in his childhood. The reading ability will affect him when he grows up. It is obvious that reading is a basic skill to gain a success.

2.1.2. Reading Purpose

Reader usually read for variety purpose. Readers sometimes read to locate specific information, to get written resources and to interpret symbols or characters in reading text. Besides that, people also read for many different reasons. Some read for

pleasure, some read for information and to improve their specific skills in reading.

According to Heaton he states that there are a number of specific skills involve in reading. These can be defined as the ability:

- a. Recognizing words and word groups, associating sounds with their corresponding graphic symbols;
- b. Deducing the meaning of words by understanding word formation and contextual clues;
- c. Understanding explicitly stated information;
- d. Understanding the relations within the sentence, especially elements of sentence structure, negation fronting and theme, and complex embedding.¹⁹

Based on the specific skills in reading above, the standard of curriculum in reading skill should reach how far students learn to read. According to the Murcia reading curriculum must account for how students learn to read for multiple purposes, such as to search information, to gain general comprehension, to learn new information, to synthesis and evaluate information.²⁰

Furthermore, there are seven main purpose of reading.

- a) To obtain information for some purpose or because we are curious about some topic.
- b) To obtain instructions on how to perform some task for our work or daily life.
- c) To act in a play, such as play a new game, do a puzzle, or carry out some other activity, which is pleasant and amusing.
- d) To keep in touch with friends by correspondence or to understand business letter.
- e) To know when or where something will take place or what is available.

¹⁹ J. B. Heaton, Writing English Language Tests, (New York: Longman, Inc, 1988), p. 105-106
²⁰ Murcia, C.C.M, Teaching English as a Second or Foreign Language, (United States of America: Heinle & Heinle, 2001), p. 187

- f) To know what is happening or has happened last reported in news paper, magazine, reports.
- g) For enjoyment or excitement.

Based on those opinions, reading has many advantages for student's learning.

2.1.3. Reading Comprehension

The definition of reading comprehension takes the combination of that Nuttal, Goodman and Palmer, reading comprehension means an active interactive psycholinguistic process of reconstruction the writer's massage by means of relating what is new to what the reader already knows in trying to gasp the whole information.

Other opinion stated by Martin H. Manser that reading comprehension is refers to understanding written text that means extracting the required information from it as efficiently as possible.²¹

In reading comprehension skills, Dalman and Deboer states that there are two classifications in specific reading skills. Firstly, according to the reader's purpose and secondly to the structure or length of reading unit.²²

- 1. Skills are classified based on the purpose of the reader:
 - a. Reading to find main idea
 - b. Reading to select significant details
 - c. Reading to answer questions

Martin H. Manser, Oxford Learners Pocket Dictionary, (Oxford University Press, 1983), New Fd

Martha Dallaman and John J. Deboer, *The Teaching of Reading*, Holt Rinehart Winston, 1974, p. 183-184

- d. Reading to summarize and organize
- e. Reading to arrive at generalization
- 2. Skills are classified base on the structure of length of reading unit.
 - a. Understanding phrase meanings
 - b. Understanding sentence meanings
 - c. Understanding paragraph meanings
 - d. Understanding of longer selection

3. Teaching Reading

Otto et.al. suggests that teacher to differentiate the teaching of reading based on this point of view. First, teaching reading as a skill developmental process. It means the teaching of reading stems from behavioral approach. Second, teaching reading as a psycholinguistic process. Teacher applicatation about the nature of language or semantic. Third, teaching reading as a common sense process.²³ Teacher should consider the goal of reading, i.e. to solve problems or to set directions.

3.1. The Importance of Teaching Reading

Teaching reading is very important for senior high school, therefore the teacher must know the principles in teaching reading. Related to teach reading, Harmer suggest five principles in teaching reading, it purpose to make the effectiveness in teaching reading. The five principles are:

²³ Otto et.al; How to Teach reading, (Philippine: Addison Publishing Company, 1979), p. 21

Principle 1: Reading is not passive skill.

The teacher should motivate the students to be active in learning. For example, the teacher asks the students to guess what the word means, see the picture and understand the arguments. Then, let's them work out in order they do not forget it quickly.

Principle 2: The student needs to be engage with what they are reading.

Students who are not engaged with the reading text and are not actively interested in what they are reading will get no benefit from it hence; the teacher should select an interesting topic.

 Principle 3: The student should be encouraged to respond to the content of reading text, not just to have language.

In studying reading text, the students are not only study the number of paragraph but also the meaning and the message of the text. That's why, it is important to give the students chance to respond the message of the text.

Principle 4: Prediction is a major factor in reading.

Before they read, they often look at the blurb. It may contain a summary, a photograph and headline. It affects us to predict what we are going to read the teacher's role here is giving the students "hint". So, they can predict what is coming.

Principle 5: Match to the topic.

The teacher should select the reading task. For example, if the topic is a restaurant new, the task can be a list of the ingredients. Another task can be asking question, filling a puzzle game.²⁴

3.1.2. The Teacher's Role In Teaching Reading

A teacher is one of the most important people in the beginning reader's life. Nine rules of reading instruction that teacher would do well as follows: ²⁵

- 1. Aim for early mastery of the rules of reading.
- 2. Ensure that phonic skill are learned and used.
- Teach letters or words one at a time, making sure each one is learned before moving on.
- 4. Make word perfect reading a prime objective.
- 5. Discourage guessing.
- Insist upon word perfect reading.
- 7. Correct errors immediately.
- 8. Identify and treat problem readers as early as possible.
- 9. Use every opportunity during reading.

3.1.3. Reading Method

There are different types of reading style. The main ways of reading are as follows:²⁶

²⁴ Ibid; p. 102

²⁵ Frank Smith, Reading (Cambridge: Cambridge University Press, 1985), 2 nd Edition, p. 120 Francoise Grellet, Developing Reading Skill: A Practical Guide to Reading Comprehension Execise, loc.cit, p. 3

1) Skimming

Skimming is a quickly running one's eyes over a text to get the gist of it. This skill can be used to skim a particular book or article to see if it is useful. This technique is used to judge material after rapid inspection.

Therefore, it is a more thorough activity, which requires an overall view of the text and implies a definite competence.²⁷

2) Scanning

Scanning is quickly going trough a text to find a particular piece of information. This kind of reading is particularly useful when we are researching a topic. This strategy can be used to check through catalogues, scan a contents page and index to see if a particular item is mentioned. It is far more limited since it only means retrieving what information is relevant to our reading.²⁸

3) Extensive reading

Extensive reading is term used to describe the strategies used for reading longer texts either for pleasure or for information. This is a fluency activity, mainly involving global understanding. Many students tend to read everything at the same rate (speed). However, fluent readers

²⁷ Soedarso, Speed Reading: Sistem Membaca Cepat dan Efektif, (Jakarta: PT. Gramedia Pustaka Utama, 2006), h. 88

adjust their reading speed according to the material that they are reading and their purpose for reading it.²⁹

4) Intensive reading

Intensive reading is the term used to describe the strategies used for reading shorter text to extract specific information. It is also called study reading, this involves close of the text.³⁰

4. Contextual Teaching and Learning (CTL)

Contextual teaching and leaning is defined as a conception of teaching and learning students that helps teacher relate subject matter content to real world situation and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subject in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts.³¹

Fractical guide, (Singapore: collians ELT, 1981), p. 92

31 Robert G. Berns et. al. Highlight Zone Research Work, Contextual Teaching and Learning:

²⁹ Beatrice S. Mmikuleckyand Linda Jeffries, Advance Reading Power: Extensive Reading, Vocabuary Building, Comprehension Skill, Reading Faster, (New York: Longman), p. 240

³¹ Robert G. Berns et. al. Highlight Zone Research Work, Contextual Teaching and Learning Preparing Students for the New Economy, 2001), p. 5

Contextual teaching and learning is a learning process relates a subject matter with student concrete life. Some of it strategies are emphasized to problem solving; student become independent learners, and having a relationship with learners' home, school, and society.³²

Johnson states that it is a concept of teaching and learning that helps teacher relates subject matter content to the real world situations and motivates students to make connections between knowledge and its application to their lives as their family member, citizens, and workers and engage in the hard work that learning requires.³³

Contextual teaching and learning rests at the convergence of an established and growing body of research from such divers' fields as developmental psychology, cultural anthropology, linguistics, cognitive psychology, and social psychology. Build on a set of theories and strategies for teaching that can be traced back to the work of John Dewey, John Francis Wood Hull, and William Heard Kilpatrick in early 1990 century, CTL is not "new" idea, but a concept that has continued to evolve over time at all levels of the education system.³⁴

Contextual teaching and learning is holistic system that reflects the way nature works. It engages students in significant activities that help them connect academic studies to their context in real-life situation. Context gives meaning to content. By

³² Elaine B. Johnson, Contextual Teaching and Learning: What it Is and Why it's here to Stay, (Thousands Oaks, CA: Corwin, 2002), p. 166

³³Ibid, p. 38

³⁴ Betsy Brand, Essential of High School Reform: New Forms of Assessment and Contextual Teaching and Learning, (American Youth Forum: 2003), p. 41

making these connections, students will see and find the discover meaning of their school work. ³⁵

4.1. Inquiry as Means of Method in Teaching Reading

As a teacher of reading, one of the primary goals is to instruct the learners on how to critically and thoughtfully about the material they read. Although location quality information is part of learning process it is major for us to make sure that our students have the ability to analyze, evaluate and think divergently.

With those abilities the students will be able to attain deeper understanding the topic at hand. Inquiry is an approach to teaching that involves a process of exploring the natural world, which leads to asking question and making discoveries in the search of new understanding. Inquiry is based on the formation of hypotheses and theories and on the collection of relevant evidence. Children need to use logic to devise their question and make predictions. When using the inquiry methods of investigation, children learn that authorities can be wrong and that any question is reasonable.

Inquiry is defined as a seeking for truth, information, or knowledge – seeking information by questioning. Because inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit to seek resolution to question and issue while construct new

³⁵ Elaine B. Johnson, Contextual Teaching and Learning: What it Is and Why it's here to Stay, Loc.cit.

knowledge. On the other hand, inquiry in its most simplistic form is to ask other to make their thinking process.³⁶

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

3) It develops and implements critical thinking skills.³⁷

According to Hisyam Zaini et.al in his book of active learning strategy states that in this simple technique can arouse the curiosity of students by asking them to make prediction or estimates about the topic or an question.³⁸ 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.

4.2. Procedures of Inquiry Learning

- 1) The teacher facilitates classroom learning
 - She plans ways each learner to be actively engaged in the learning process with the problem or a materials has been selected
 - She asks many why? How do you know? And what is the evidence? Type of questions.

³⁶ Yager, R. E et. al: *Using Inquiry to Improve the Thinking Process of Future Managers*, In Journal of Applied Behavioral and Science, 2005) p. 5

³⁷ Nurhadi, et.al. Pembelajaran Kontekstual dan Penerapannya dalam KBK, Loc.cit

³⁸ Hisyam Zaini and Bermawy Munthe, Op.cit, p. 28

- He understands and plans ways to encourage and enable the learner to take increasing responsibility for his learning.
- The main activity of inquiry process includes observing, analyzing, questioning, theorizing, and investigating.
- He is prepared for unexpected question or suggestion from the learner.
- She prepares the classroom environment with the necessary learning tools, materials, and resources for active involvement of the learner.
- She accepts that teaching is also a learning process.
- He asks question, encouraging divergent thinking that leads to more questions.
- She values encourages responses when these responses convey misconceptions, effectively explore the causes and appropriately guide the learner.
- He is constantly alert to learning obstacles and guides learners when necessary.
- He makes student assessment an ongoing part of the facilitation of the learning process.
- 2) Student view themselves as learners in the process of learning
 - They look forward to learning.
 - They demonstrate a desire to learn more.
 - They seek to collaborate and work cooperatively with teacher and peers.
 - They are more confident in learning, demonstrate a willingness to modify ideas and take calculated risks, and display appropriate skepticism.

- Students accept an "invitation to learn" and willingly engage in an exploration process.
- They exhibit curiosity and ponder observations.
- They confer with classmates and teacher about observations and questions.
- They try out some of their own ideas.
- 3) Students critique their learning practices
 - They use indicators to assess their own work.
 - They recognize and report their strengths and weaknesses.
 - They reflect on their learning with their teacher and their peers.

4.2.1. Main Activities of Inquiry Approach

There are four main activities that include of Inquiry Approach, those are:

- Observing Activity: The objectives of this activity are to see and notice something; to watch something carefully.
- 2. Analyzing Activity: The study of something by examining it parts and their relationship in order to understand or explain it.
- 3. Theorizing Activity: An opinion or ideas intended to explain fact to form a theory about something.
- 4. Investigating Activity: Examine all the facts about something to make a brief check.

Therefore, the design of lesson plan and research instrument based on the main activities of inquiry approach.

4.3. The Advantages and Disadvantages of Inquiry Approach

Here the presentation of some advantages of Inquiry Approach. Those are:

- Inquiry approach is focus on student-centered teaching. One of the
 psychological principles of learning stated that the students have grater
 learning experience if they active involved in the process of learning
 activities.
- Inquiry learning and active learner involvement can lead to important outcomes in the class.
- 3) Development of habit of mind that guide learning and creative thinking.
- 4) Make the student critical thinking.
- 5) Inquiry process includes observing, analyzing, questioning, theorizing, and investigating. Teacher can lead the student to be independent learner.

Disadvantages of Inquiry Approach are:

- Inquiry approach sometimes ineffective applies in the class with the large number of students at least 15 - 20 students to make the teacher focus the study with the students centre.
- 2) Teacher must prepare well their mental to teach with inquiry approaches.
- 3) Inquiry approach is unsuitable apply in the traditional class.

5. Assessment of Reading

General term enhancing all methods customarily used to appraise performance of an individual pupil or group. It may refer to a broad appraisal including many sources of evidence and many aspects of pupil's knowledge, understanding, skills and attitudes. An assessment instrument may be any method and procedure, formal on informal, for producing information about pupil.³⁹

According to Slavin, assessment is a measure to know how far the student has reached the objectives. As states in Ulya, the assessment was used to give feedback for students to know their strength and weakness that it will motivate them to improve their outcomes, assessment used to monitor the students' progress and diagnosis their progress that it possible to give them remedial test in order to fulfill their need, assessment give teacher to do remedial teaching for instruction, give the chance for students to reach the competence although they have different intelligent and assessment give more communicative information to the board about the effectiveness of the teaching learning process they have conducted. In order for reading assessment to become useful in student evaluation, teacher should consider the following:

- 1. Be thoroughly familiar with development learning process and curriculum.
- 2. Articulate a philosophy of assessment and evaluation.
- 3. Know about and have experience collecting, recording, interpreting and analyzing multiple sources of data.
- 4. Be flexible and willing to try out multiple assessment procedures.

 ³⁹ Beni S. Ambar Jaya, *Tekni-teknik Penilain Kelas*, (Bandung: Tinta Emas publishing, 2008),p.36
 ⁴⁰ Robert E. Slavin, *Education Psychology: The Theory and Practice*, (Needam Heights: Allyn and Bacon, 2002, sixt edition) p. 461

⁴¹ Ismatul Ulya, "A Case of Study of Pakem Method Implementation for English Subject in the Third Grade of SD Muhammadiyah Manyar Gresik Kota Baru", (UNESA, Unpublised thesis S-1, 2007),p

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 sructure : 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 srtucture : 1

Score : <u>Total Skors</u> x 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 teachnique 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 Penilain Kelas, Loc.cit.

⁴⁴ Adapted from Standard Competency of English Syllabi in KTSP digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The researcher limited three criteria in her research to measure the succeess of this inuity approach application, those are the followes:

- Most of the students are interesting and enthusiastic in appliying this inquiry
 approach technique. Approximately 75% of them are be able to understand the rules
 of this teachnique well and participate totally in the teaching and learning process in
 the class.
- 2. The teacher is considerated to have a good performance in implementing the inquiry approach teachnique to improve students' reading ability.
- 3. The criteria of success based on the students' reading score (KKM: 75).

5.2. Identify Purpose

Any Assessment of reading must begin with the purpose of the assessment. At least four major purposes for classroom based assessment of reading have been identified such as followed:

- 1. Studying, evaluating, or diagnosing reading behavior.
- 2. Supplementing and confirming information gained from standardized and criterion reference tests.
- Initial identification and placement of students in need of a language based program, such as ESL or bilingual education.
- 4. Movement from the level to another within a given program, (e.g.; intermediate to advanced levels of ESL).⁴⁵

⁴⁵ J. Michael O'Malley et al; Authentic Assessment for English Language learners: Practical Approaches teachers, Op.cit p. 98

However from the classroom teacher, the purpose of reading assessment most often be monitoring the progress of reading. For those purposes, the teacher needs to assess both process and product. The process means as the strategy which is used in English teaching and learning. And the products were got from the result of reading skills and comprehension.

6. Previous Research Related the Study

	The Title	Similarity	Differentiate
1.	Studi komparasi hasil belajar antara Metode Expository	1. Using Inquiry	1. Focus on Reading
	Learning dan Inquiry Discovery dalam bidang studi	Method	Skill.
	Pendidikan Agama Islam di SMK N 1 Surabaya. Oleh	2. Data Collection	2. Focus on Four Main
	Husni Mubarok Tahun 2007.	Technique Using	Activities in Inquiry
•	Result of Study: There are Comparations between	Interview and	Approach; Observing
	Expository Learning and Inquiry Discovery. Inquiry	Observation.	and Analyzing
	Discovery More effective than Expository Learning.		Activities, Theorizing
	Percentage of Table Test (7,00 > 8,00).		Activities and
			Questioning Activities.
			3. There is no
			Comparation Between
			Two Methods
	2. Implementasi Model Pembelajaran Jurisprudential	1. Using Inquiry	1. Focus on English
	Inquiry pada Mata Pelajaran Pendidikan Agama Islam di	Method	Language, especially
	SMP Muhammadiyah 12 Lamongan. Oleh Ifa Faridah	2. Data Collection Using	Reading Skill.
	Tahun 2009.	Interview; Observation	

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: Rrutledge, 1988), p. 475

Classroom action research is part of action research which this is a strategy of research that passer the control of practice over the individual teacher in a specific setting. The conventional view of this strategy is that practitioner may follow a certain action-reflection procedure that will allow them to improve unsatisfactory situation. This procedure is one of identification of a problem and subsequent resolution of the problem trough a process of (observation-solution-action-reflection-modification).⁴⁷

As stated by penny urbanisasi, according to one convention, action research is meant primarily to improve the teacher-researcher's own teaching. It based on a cycle of investigation, action, and re-investigation and is usually done by two or more collaborating teacher.⁴⁸

The first step that would be conducted by the researcher was preliminary study toward the teaching of English at second year of Banu Hasyim Senior High School in Sidoarjo. It was found and identified the problem of the class, and then analyzed them. In the planning step, the researcher was made and designed a lesson plan for teaching reading based on the findings in the preliminary study. It consists of objective and organizes materials. The researcher also was prepared the media, and observation check list.

The design of classroom action research used in this study is a cyclical process, which consist of four steps adapted from Kurt Lewin as followed below⁴⁹:

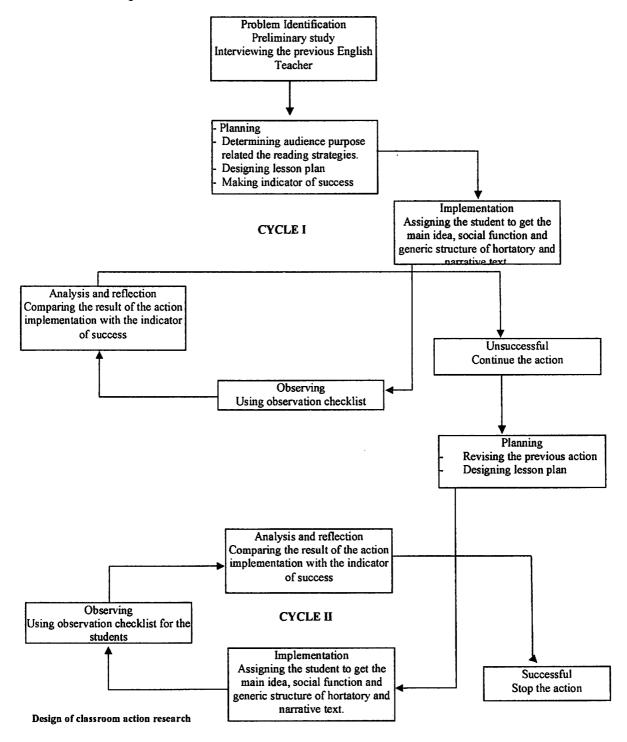
1. Planning the action

⁴⁷ Jean Mc Niff, *Teaching as Learning: an Action Research Approach*, (New York: MacKay's of Chatham PLC, 1993), p. 14

⁴⁸ Penny Urbanisasi, A Course in Language Teaching, (Cambridge University Press, 1996), p.328.

⁴⁹ Iskandar, *Penelitian Tindakan Kelas*, (Ciputat, Gaung Persada, 2009), h. 28

- 2. Implementing the action
- 3. Observing the action
- 4. Reflecting / reflection the action



Bellow is also the detail model of classroom action research according to Dr. Iskandar

1. First	a. Planning the action:	Preparing lesson plan, instructional	
cycle	problem identification	material and media, some	
	and solving problem	instrument, and the criteria of	
		success.	
	b. Implementing the	elementing the Applying the first implementation	
	action	based on the lesson plan	
	c. Observing the action	Conducting the observation and	
		assessing to the result of the	
		implementation.	
	d. Reflecting the action	Evaluating the first implementation	
		and the learning result and revising	
		the first implementation of plan	
		based on the evaluation result.	
2. Second	a. Planning the action	Identifying the problem, determining	
cycle		problem solving and developing the	
		second implementation	
	b. Implementing the	Applying the second implementation	
	Action	:	
	c. Observing the action	Data collection of second	
		implementation.	
	d. Reflecting the action	Evaluating the second	
		implementation	
The next cyc	ext cycle		
Conclusion, suggestion, and recommendation			

After made a lesson plan the researcher implemented the plan that had been formulated in the planning stage of lesson based on the model of classroom action

research that was illustrated above. In observing step, the researcher was done to write an observation checklist for the students in observation checklist form based on the students and teacher activities that was happened in the classroom. Then for the next cycle the researcher made revisions on the teaching strategy and these activities would be repeated for several cycles until expected result was obtained by the researcher.

B. The Subject Of The Research

According to Mc. Millan, "A research subject is an individual who participates in a research study or is someone from whom data are collected". This study will be conducted at Banu Hasyim Senior High School. The location is on street Brigjen Katamso No. 100 Janti Waru Sidoarjo and the subject of the study is second year students which in consist of twenty students in academic year 2009 – 2010. All of the students were got the same treatment in teaching activity.

The researcher choose Banu Hasyim Islamic School because the daily language of this school was used English and Arabic language but the students still have problem in reading text especially identify generic structure of hortatory exposition text and understood the meaning of difficult words of the text.

The researcher chooses second year students because the first year students more concentrate to adaptation with their friends and their and their new environment of the school. And the third year students must prepare the nation examination. Therefore, the researcher chooses second year students.

⁵⁰ James H. Millan, Educational Research Fundamental for the Consumer (New York: Harper Collins Publisher, 1992), p. 68

C. Research Procedure

This study was conducted under the following procedures those are: preliminary study, planning, implementing the action, observing and reflection.

a. Preliminary Study

The researcher did preliminary study to get anything information about the Way and the strategy in teaching and learning English language at MA Banu Hasyim Janti Waru Sidoarjo, especially teaching and learning of reading skills. It also done to obtain some information and find out some problems faced by English teacher and students itself in teaching and learning process especially of competence in reading ability. In the preliminary study of her research, the researcher meets the curriculum vice of MA Banu Hasyim Janti Waru Sidoarjo on the permission of the headmaster to prepare about the plan of conducting the research. And then, the researcher meets the English teacher of second year students for an informal interview and for direct observation to find out the situation in the classroom. The teacher faced some problems of students reading ability in teaching and learning process. After the observation is conducted, the analysis is carried out. From this analysis the researcher will find out the students reading achievement of reading ability. The data obtained from those is used to set up a planning action.

b. Planning

After he researcher conducted a direct observation to the classroom and did some informal interview to the English teacher of second year students, the researcher makes a prior preparation to the implementation of the action based on the preliminary study. As the next step, the researcher prepares suitable topics materials using inquiry approach technique in reading class, designs lesson plans, prepares instructional materials, game and media.

c. Implementing the Action

After the planning is finished, the researcher implemented inquiry approach technique to the second year students. In implementing study, the researcher would carry out the lesson plan three cycles. In the first until the third cycle the teacher acts as a practitioner, while the researcher plays as observer during the process of teaching and learning.

d. Observing the Action

Observation was conducted at the same time in every meetings that the action being implemented in the class. It was used to identify the activities occurring during the teaching and learning process. Here, the researcher used observation checklist for the students and field notes in carrying out the observation. These observations are used to monitor the students' steps of action and their responses toward the action given by the teacher in learning activities occur in the class. The results of observation and field notes would be input in improving of teacher performance.

e. Reflecting

According to Suharsimi reflecting or reflection was included with analysis from the activity that has done.⁵¹ the result from this activity can be as input for fixing the procedure of the next cycle. The practitioner and the observer conduct

⁵¹ Arikunto Suharsimi, prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2009),

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.

D. Data and Source of Data

The data in this study is in the form of direct observation checklist and field note. Those data was to answer the process implementation of inquiry approach in teaching and learning English language especially reading subject.

The data of this study was also the form of interview result. It was taken to know the student responses and difficulties about the inquiry approach after implemented in the class. The direct observation checklist and note taking both of them would be used to know the class atmosphere, and made note taking about anything that was happened in the class during the inquiry approach was implemented.

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 class to know the progress of the students in reading ability and the condition of student's when they conduct it.

E. Data Collection Technique

1. Observation checklist

The data conducted by observing the student's active involvement and their responses toward the process of learning and teaching using inquiry approach. The data would be used to know how the process of implementation of inquiry approaches. The checklist for the students would be conducted by the researcher to get the data about students' active involvement during the classroom activities. The observation checklist would be done directly in every meeting. The

in every meeting. The point indicators being measured in observation checklist were in four parts, those are:

- 1) Observing and analyzing activities includes: responding the teacher's greeting, responding the teacher question, pay attention to the teacher explanation, listening to the teacher explanation, asking for unclear explanation, and the last is pay attention to the steps for conducting inquiry approach.
- 2) Theorizing activities includes: reading the text carefully, identify and understand about the contents of topic, identify general and specific information from text, include the language function and grammar that related with the topic.
- Questioning activities includes: practicing, asking question and active involvement during the process of learning.
- 4) Investigating activities includes: review the contents of the topic (comprehending), responding to the teacher explanation and the last, students express their idea.

2. Note taking

The researcher would take a note on what is going on in the teaching and learning process to investigate the students' active involvement and their problem during the process of teaching and learning. It prepared to note down some aspects in teaching and learning which is not covered in the observation and the checklist of the students. These field notes are intended to anticipate the possibility of losing the relevant data during the implementation of the action. The

aspects include the appropriateness of reading task, the practicality and easy of the technique used students' behaviors and problems during the implementation of inquiry approach.

3. Interview

According to Suharsimi Arikunto in her book of Research Procedure, she states that interview also called a field of questionnaire to obtain data from interviewer. Require a long time to collect data thought interview, researcher need to think about the implementation. Gave interview form to respondents and require written answered. It is easier than got the data of respondents with face to face. It also to avoid feeling embarrassed if asked the answer directly. This interview used to get the data about the students responses and their difficulties when using inquiry approach. Form of interview for the students were includes this question bellow: do you like reading? Are there any difficulties in understanding the reading text? If there any difficulties in understanding the reading text, what are they? Do you like English? What do you think about reading subject in your school? What kind of methodology which is makes you easy to understand the reading subject? What do you think about inquiry approach in learning English, especially reading skill? Are there any difficulties when inquiry approach implementing in reading subject? And the last question is how do you think about this approach?

F. Research Instrument

Research instrument means to collect the data. The instruments which is requiring in this study are observation checklist for the students, field note and interview.

Observation checklist would be used to observe the student's activates during the learning and teaching process in every meeting based on the research problem.

Observation checklist for the student is to know weather the students' active learning.

Field note was used prepare to note down some aspects of teaching and learning which is not covered in the observation on checklist and used to take an additional data. Meanwhile the interview would be used in this study to know the student responses about inquiry approach in teaching reading and their difficulties during the process of learning.

G. Data Analysis Technique

The data would be obtained after analyzed by descriptive manner. The researcher would be describe the data to give any information in which inquiry approach used in teaching English, especially for reading skill.

There are three kinds of data in this study. The first data was concerned with the result of teaching learning process. The second data was concerned with the result of students active involve and the activity in comprehending the reading text material. The last data was concerned with the reflection for action.

In the process of analyzed the result of students responses and active involvement was used formula $P\frac{F}{N}x100\%$. The category of score for the students as

follow: 1) P = The Result students score. F= Students score. N= Total students. For example, if the students score less than 50% = Poor. The students score started 50% up to 74% = Fair. The students score started from 75% - 90% = Good. The students sore is started from 91% - 100% = Excellent

The process of analyzed the result of students reading ability, the researcher showed in how the students ability in comprehending the text through active questioning, exploring their opinion, discussing with their friends in a group, summarizing and retelling or made an outlining with their own word. Moreover it also concludes the student's reading difficulties. The last analyzed of action reflection if the last finding shown that the result considered enough to gave treatment of the students, the action would be stop.

H. Concluding Data

The data conclusions were divided into two parts:

- Data conclusion of each cycle determined whether or not the following action cycle needed. In this case, an action consider completed when the using of Inquiry Approach was accordance with the action plan.
- 2. The researcher reflected all information concerning with the theory used, and the opinion on the theory related to the study. The researcher then discussed all information concerning the study to get the research to findings finally the researcher would conclude the research findings to answer the research question.

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

class to know the progress of the students in reading ability and the condition of student's when they conducted it. And researcher also analyzed the result of student test after conducted inquiry approach in teaching English especially reading subject, those data to answer the third question.

A. The Glance Description of Research Object

Senior High School of MA Banu Hasyim Sidoarjo is located in Brigjend Katamso Number 100 Janti Waru sidoarjo. It is very easy to reach from many other sides by every people, because the location of the school is very strategic. It can reach with kind of public transportation such as, Lyn X or Lyn HH and some others public transportation that can be used to reach the location of the school. Not only that, but this school is also easy to access by all citizens around of the town of Sidoarjo.

There are many facilities of this school such as hall, yard, multi media room, computer room, library, mosque, parking lot, LCD, OHP and etc. All of the students of MA Banu Hasyim Sidoarjo are able to study and accept the lesson and materials comfortably in their classroom. During the breaking period students are enjoying the facilities of this school. Some of them are gathering praying ashar in the mosque because the basic of this school is Islamic school.

All the teacher and school worker of MA Banu Hasyim Sidoarjo are very competence in their field; they are very nice, kind and friendly. They also have top priority to discipline and responsibility in her or his duties. The school worker

and the teacher work together to keep the school have good reputation and students' quality in education.

All of the students of MA Banu Hasyim Sidoarjo are selected students who have many achievements in education. The graduation students on 2010 got scholarship to study in Al- Azhar Cairo Messer University, some of them also got scholarship to study in IAIN Sunan Ampel Surabaya, especially Arabic literature department of ADAB faculty and UIN Walisongo Malang.

The daily languages used of this school are Arabic and English language, for the first week out all of students used Arabic language to communicate with their friends and for the second week out all of the students should used English language as a daily language.

The first step that would be conducted by the researcher was preliminary study toward the teaching of English at second year of Banu Hasyim Senior High School in Sidoarjo. It was found and identified the problem of the class, and then analyzed them. In the planning step, the researcher was made and designed a lesson plan for teaching reading based on the findings in the preliminary study. It consists of objective and organizes materials. The researcher also was prepared the media, and observation check list. It based on the preliminary observation that was done by researcher on 15 April 2010. (See Appendix 1 and 2)

B. The Descriptions of Research Findings

1. The Description of Teacher's Activities in Implementing Inquiry Approach Technique

There were three cycles of this research. The teacher had prepared the topic that would be used in implementing inquiry approach technique; the chosen topics were different in each cycle. The researcher described the teaching and learning process using inquiry approach in this research. The description of the teacher activities in implementing inquiry approach technique is explained as follows:

a. First Cycle

Planning

This meeting of the first cycle was held on June, 02nd 2010. The time was used 3x40°. The researcher was prepared everything need in inquiry approach. There are four main activities prepared in implementing inquiry approach those are; observing and analyzing activity, theorizing activity, questioning activity, and investigating activity. Firstly, teacher was introduced and gave the explanation about inquiry approach technique and procedures in inquiry approach. In observing and analyzing activity, teacher gave the short card of random game and asked them to analyze to be a complete essay in a group. After that, teacher explains general objective and specific instructional objective of the lesson with giving an example. In theorizing activity, teacher distributed the hortatory exposition text about "National Education in Indonesia" after the students were guessed to make a complete essay of the random game. In third activity is

questioning activity here, teacher was asked for every group to make presentation and students from other group asked anything question for the presentation group. In the last activity is investigating (individual work) students answered question based on the text, make an outline, students gave opinion and suggestion based on the topic of the text.

(See Appendix 3)

Implementing

The researcher started to introduce the inquiry approach technique. The introduction technique covered explanation of what the procedures that should be done by the teacher and students and also covered the explanation about the objective of the inquiry approach technique. After that, teacher was divided the students in a group that consist of five persons and gave the students random game in a short card and asked hem to make a complete essay which one the first paragraph, second and the last paragraph. Students were tried to guess and gave different statement of this game. The random game is the materials of what would be discussed of this topic and teacher gave reward for the students who active involvement in doing game.

Here, the teacher who acted as the practitioner continued to remain the students about hortatory exposition text and asked them to mention the definition of hortatory text, social function, generic structure and command grammatical pattern of hortatory exposition text. Students active 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

Indonesia" in addition; teacher also was guided the students to summarize and made conclusion about the materials. Teacher was always appreciate the students' participation by saying "good job" or "excellence" in order the students were always motivated to be active in teaching and learning processed using in inquiry approach technique.

(See Appendix 6, 9, and 12)

Observing

The process of observation included the technique of conducting inquiry approach, the topic or materials, and teaching learning processed in reading class. The researcher was used the observation checklist for the students, field note and assessment form based on the criteria of success in the rubric of scoring to assessed and measured the students' reading ability. It was done when the students were paid attention to the steps for conducting inquiry approach; the students were presented their work and the students were active involvement during the process of teaching and learning. The researcher observed the activity directly. In this cycle, the application of inquiry approach technique was good category, but some of students were not active involvement and some of them did not asking question to the presentation group. The students were shy to express their idea and they still asked the meaning of some vocabularies.

Reflecting

In the application of the first cycle the condition of the student was not too bad, the students were just shy to express their idea in the classroom, moreover they were also still asked the meaning of some vocabularies. In this cycle the researcher was found some important points should be given more attention. The first was about the technique. It was found that were some students did not asking question, did not practicing and did not active involvement. Here the researcher should explain the rules more clearly. Further, the researcher had to give more attention in introducing the technique to make them batter and to control the students' interaction well. (See Appendix 18)

b. Second Cycle

Planning

The first reflection was about the technique, the researcher should explain the rules more clearly. It was very meaningful for the researcher to prepare the second planning of this second cycle. The meeting was holding on June, 9th 2010. The time used 3x40' as usual.

The researcher was prepared anything needed in inquiry approach technique, especially the material or the topic, game, media and instructional material. In this meeting the researcher selected the topic about "Child Marriage". Before students to gone over to the study, the teacher was gave the whispering game that related with the topic in order to made them enjoy in reading class. In this stage the teacher who acted as

the practitioner made some improvement based on the result of the first cycle.

As usual, the procedures of inquiry approach it was included observing and analyzing activity, theorizing activity, questioning and investigating activity. The teacher was really control the students to be active involvement in teaching learning activity by gave them stimulated with asked question to the passive students. (See Appendix 4)

Implementing

In observing and analyzing activity, the teacher was gave the students whispering game that related with the topic of the text, in order to make them enjoy in reading class. Teacher asked for two students to be volunteered in doing game, come forward and whispering the sentences based on the reading text to their group. Before that, the teacher was divided them into two groups.

The researcher started to introduce the inquiry approach technique. The introduction technique covered explanation of what the procedures that should be done by the teacher and students and also covered the explanation about the objective of the inquiry approach technique, in order to make the students understood and got clear explanation what they have to done during the process of teaching and learning.

The teacher was gave an example about the material to built students knowledge of significant features, purpose and used of hortatory

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.

The last activity was investigating activity. The teacher was gave some questions based on the text and make an outline of hortatory exposition text according to the questions; to measure students' comprehension about the material. Here, the teacher was guided the students make conclusion/ review the study and was gave motivation for the students that English is interesting materials.

(See Appendix 7, 10 and 13)

Observing

In this second cycle, the students have more active involvement during the process of teaching and learning. Because the teacher always give them stimuli asking 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 ware 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.

They also had a great responsibility, the students were even willing to help their friends to speak and express their comprehension of reading text using their own words. But in this meeting their spelling and grammar were still imperfect. The students were given feedback and correction in closing activity by the teacher. Actually the important thing the students could enjoy and were quiet confident thoughts with their own ideas.

Reflecting

The steps conducted Inquiry Approach was done well and better than before. There were few grammar mistakes and mispronunciation during discussion occurred in presentation the materials. Here, the teacher should remind the students to paid attention to their friends' speech in order not only teacher that was given correction but also the other students be able to give them correction. Besides, the real teacher should give them extra exercise about pronunciation. (See Appendix 19)

c. Third Cycle

Planning

The second reflection was also very meaningful for the researcher to prepare the third planning. This meeting was hold on June, 16th 2010 the time used as usual 3x40°.

As usual, the researcher prepared anything need in implementing inquiry approach. In this third cycle, the researcher and the real teacher discussed about the lesson plan, the topic and the material of the implementation inquiry approach and also the weakness were to be improved in this meeting.

The first was the materials should be more interesting than previous meeting in this meeting the researcher selected the topic about "Internet: Technology, which gives the bad effects". It was the last material that would give to the students.

Second, the researcher was prepared the true false table as a general knowledge about hortatory exposition text in investigating activity under the title "Indonesian people should value all the different cultures to promote unity of the nation" teacher asked the students to analyze them and gave the correct answer based on the text.

The last is about the activities conducted the implementation of inquiry approach. As usual, the steps of inquiry approach these are observing and analyzing activity, investigating activity, and theorizing activity. The researcher didn't give explanation to act it because the students had really understood about that activities conducted the implementation of inquiry approach. It because they had many experience from the first cycle and the second cycle. (See Appendix 5)

Implementing

The teacher checked student's attendance and she said greeting to them. Then, the teacher did not forget to review the student's reading comprehension that has taught in the second meeting before by asking them question. Here, the students answered teacher question perfectly. It

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

second cycle. Here, the teacher more focused to check students' pronunciation and grammar during questioning activities.

The last activity was investigating activity. Individual work or test to measure students score in reading ability. Teacher gave some question based on the text and asked students make an outline of hortatory exposition text based on the question. This activity to test comprehends students' material about the topic of reading text. After that teacher was guiding the students to make conclusion or summarized the topic with their own words. (See Appendix 8, 11 and 14)

Observing

Based on June, 16th 2010 in the third observation the researcher has found that the students could read the passage fluently. Some of them could organize the basic vocabulary at sight was very important for the students to help them answer the question that were related with their comprehension. The teacher asked the meaning of a word to convince her that the students have known or not about the meaning of the words. 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.

Finally, the observation 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 response teachers' question related to the text.

The other improvement could be seen in their pronunciation when the teacher asked to volunteers to read aloud their outline sheet. The most significant improvement could be seen from their motivation to asked question from the presentation group and the students of presentation group could answer them easily.

Reflecting

In the third cycle, the students showed significant improvement from many sides. The students were eager to express their opinion. It was noted that most of them participated actively in teaching-learning process. Last, the students gave high responses toward teacher's stimulation and questions. It was positive response for applying Inquiry Approach. The researcher felt it was enough to be considered as the data which will be reported when she looked at those observations and considered as the time given by teacher of MA Banu Hasyim Janti Waru Sidoarjo.

(See Appendix 20)

2. The Results of Observation Checklist and Field Note

1) The Results of Observation Checklist and Field Note for the 1st Cycle

The first observation checklist was held on Friday/ June 4th 2010, the teacher gave greeting and said hello to the students. All the students gave good respond to the teacher greeting. When the teacher asked question some of them just kept silent, probably it was the first meeting to the students. Teacher stated to introduced the inquiry approach; all the students paid attention to the steps for conducted inquiry approach and some of students asked for unclear explanation. The students was done well the main activities of inquiry approach such as read the text carefully, identify and understood about the contents of topics, identify general and specific information from text, the students understood the language function and grammar that related with the topic, the students be able to review the contents of topic (comprehending), the students were responded the teacher explanation and the students could express their ideas. In one of main activity such as questioning activity the students did not done it well, because some of the students were shy to asked the questions and shy to be active involvement during the process of teaching and learning. The total point of the observation checklist for the students in the first cycle was 85, 71 %. (See Appendix 15)

2) The Results of Observation Checklist and Field Note for the 2nd Cycle

The second observation checklist was held on Friday/ June 9th 2010. The student's were responses the teacher greeting when the teacher said hello. Teacher started asking question to review the study in the first meeting. Students were also gave good response for teacher question and teacher explanation. Students were listening to the teacher explanation. some of them asked for unclear explanation. The students were paid attention to the steps for conducting the implementation of inquiry approach. The students were read the text carefully, identify and understood about the contents of topic. Students be able to identify general and specific information from text that included the language function and grammar related with the topic. Students were done well the main activities in implementing inquiry approach such as practicing, asking question, active involvement during the process of teaching and learning, review the contents of the topic (comprehending) and the students were response to the teacher explanation and some of the students were express their idea. The total point of the observation checklist for the students in the second cycle 85, 71 %. (See Appendix 16)

3) The Results of Observation Checklist and Field Note for the 3rd Cycle

The last observation checklist was held on Friday/ June 16th 2010. First, the students was gave good responses to the teacher greeting. The students also gave good responses to the teacher question when the teacher

reviews the previous study. It could be seen from their answer correctly. Second, when the teacher explain the objective of lesson the students gave good responses and they also listening to the teacher explanation, asked for unclear explanation, have done well to the steps for conducting inquiry approach, read the text carefully. The students were understood and be able to identify about the content of topic. The students also are able to identify general and specific information from the text. The students improvement could be seen from their active involvement during the process of teaching and learning such as practicing, asking question, be able to review the contents of the topic (text comprehension), the students were gave good response to the teacher explanation with answering the teachers' question. The students were quiet confident express their ideas. (See appendix 17)

3. The Results of Interview for the Students

The interview for the students was held on Friday/ June 16^{th} 2010. It was done on the last meeting in implementation inquiry approach. There were nine questions in the form of the interview. The result of interview used formula: Result = Students Answered x 100%

Total Students

The result of interview for the students could be seen as follow:

Number of Question	Result	Description of the result in interview		
		Every students like reading so much, because through reading they		
		be able to enrich their knowledge, understood the way in writing,		

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 difficulties 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 difficulties in understanding the reading text, such as did not understood the meaning of difficult words, identify the tense or garmmar and generic structure in the text.				
Question number 4	85 %: Very like English language	The students answered that they like English language, but some c fthem answered just so so in learning English language.				
	15%: Just so so					
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 %	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.				
	Serious: 10 %					
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				

	,			
		understood the reading materials, to be active students in the class		
		trough this method, enjoy in study, make them enthusiastic during		
		the lesson. Some of them stated that through inquiry approach they		
		were found an interesting subject in learning English and the		
		students were understood of the English lerning materials.		
Question number 8	70 %	Students answered that in every method there are difficulties, but		
		they were not answered specifity, one of them said in disscussion		
		activities is difficult in applying inquiry approach.		
		One hundred percent students said that inquiry approach is a good		
	Good method	method, because this method make them easier to understood the		
Question number 9		materials, make them enjoy learning English language especially		
	100 %	reading subject, make them to be critical thinking, the students were		
	100 %	enthusiastic in studying English language.		

(See Appendix 21 and 22)

4. The Results of the Students' Reading Ability

The researcher gave the students reading test for each meeting after the researcher implemented the material. The researcher asked them to collect the answer sheet directly. After got the data researcher analyzed the student's answer sheet from first meeting until the third meeting. The assessment was scored for each meeting. After that, the researcher counted average score of the students each meeting, to measure the average score, the researcher used pattern:

And the score of them can be seen in the table bellow:

		SCORE			
NO	NAME OF STUDENTS	1 st	2 ^{rsd} CYCLE	3 rd	RESULT
1	Risna Asita Sari	85	95	100	INCREASED
2	Dwi Ayu Purwasih	85	95	100	INCREASED
3	Vita Wulandari	75	75	85	INCREASED
4	Amanatul Qoyyumah	80	80	85	INCREASED
5	Lilik Rofiqoh AS.	75	75	80	INCREASED
6	Rifatun Ni'mah Qonita	80	85	90	INCREASED
7	Nur Laily Fauziah	75	. 75	75	STAGNANT
8	Tri Rahma Wati Avieva	85	80	85	INCREASED
9	Wahyu Srihakiki	80	90	95	INCREASED
10	Fransisca Ajeng Saputri	75	75	85	INCREASED
11	Zahratssa'adatul Jannah	85	90	100	INCREASED
12	Suci Ayu Arum	75	75	90	INCREASED
13	Erin Maghfiroh	80	85	90	INCREASED
14	Khoirotun Nisa' M	85	95	100	INCREASED
15	Miftakhul Farikha	85	95	100	INCREASED
16	Uswatun Hasanah	85	95	100	INCREASED
17	Fitrotul Ummah	85	80	90	INCREASED
18	Malinda Bulqis Isbandi	80	80	85	INCREASED
19	Siti Naharul	75	75	75	STAGNANT
20	Nur Kholidah	75	75	80	INCREASED
I	STUDENTS SCRORE	1605	1670	1790	
II	EVERAGE SCORE	80,25	83,5	89,5	

(See Appendix 24, 25 and 26)

C. The Discussion of Research Findings

1. The Teaching and Learning Process

The discussion of research findings were obtained from the observation that notes during the activities in the classroom and analyzed from the students' answered sheet of the reading test. The result showed the development of the students' reading ability using inquiry approach. In this case the researcher observed and analyzed what was happening in many activities.

a) First Cycle

The researcher found several things that can be paid attention from the result of the observation during implemented inquiry approach. In the first meeting there were many things happened. The reading text of the students entitled "National Education in Indonesia" could not be applied perfectly. There were some students who were active and several of them were passive. The students were passive because they were afraid to make mistake, therefore some of them just kept silent could not express their ideas. The students felt shy and not confident. It was happened caused this meeting is the first time for students got new focused lesson and new method. After the researcher analyzed the students' reading test the researcher found missed writing or spelling, text unorganized (incomprehension text) and grammar errors in the students reading answered sheet are as follow:

- 1. What is the purpose f national education in Indonesia?
 - The purpose of national education in Indonesia is education prepares young Indonesian people to make transition to independent adult life.
 - Before word "transition" it should be added by an "article" the transition. The word "independent" is begun with "vocal letter" instead of "an independent".

The purpose of national education in Indonesia is education prepares young Indonesian people to make the transition to an independent adult life.

- 2. What are the problems which have to do with our national education?
 - As a way of injecting funds directly into school and give school some flexibility in manage their own support this and decentralization effort in general.
 - The students did not give the answered perfectly, because the students answered about the problems in national education uncovered.
 - Instead of: Our national education problem is young children could not kept in school until nine years because the cost to paid administration' school so expensive. The government has injected funds directly into school and give school some flexibilities to manage their own support this and decentralization effort in general.
- 3. What should the government to do to develop education in Indonesia?
 - Increase access to education, improve education quality and better
 Governance of the education sector.
 - "education" and the word "Governance" should be "governance" as a "noun" and the tenses should be used past tenses.

Instead of: The ministry Education should be increased access to education; improved education quality and better governance of the education sector.

- 4. Make n outline of a hortatory exposition text according to the question above!
 - The national education in Indonesia is prepares young Indonesian people to make transition to independent adult life. So, the problem is a way of injecting funds directly into school in order to keep children in school and give school some flexibility in managing their own funds supporting this and the decentralization effort I general and to do develops education in Indonesia is the planning has three main pillar increase access to education, improve education quality and better governance of the education sector.
 - In this case, the students made intralingua errors. The students can not distinguish which one was singular and which one was plural. The sentence "Indonesia has three main pillar" Should add by "s". The word "I general" instead of "in general". "Governance" should be "governance" as a "noun". The word "Government and Governance" is as same as a "noun" but students confused about the selecting words and the function of those words.
 - Instead of: The national education in Indonesia is prepares
 young Indonesian people to make transition to independent

adult life. The problem solving is how the way in injecting funds directly into school in order to keep children in school and give school some flexibility in managing their own funds supporting this and the decentralization effort in general and to do develops education in Indonesia. The Ministry of Education strategic plan has three main pillars increased access to education, improved education quality and better governance of the education sector.

- 5. Give your opinion and suggestion to develop our national education!
 - My opinion and suggestion to develop our national education is the government mandated to allocate 50 % of its expenditure on education. To rised salary teacher to order spirited and Indonesia is must like Malaysia the salary DPR rised the salary teacher.
 - The students make mistakes in spelling. The word "rised" should be "raised"
 - My opinion and suggestion to develop our national education is the government mandated to allocate 50 % of its expenditure on education. The teacher salary should be raised in order to make the teacher more spirit in teaching. Indonesia should be like Malaysia because the teacher salary in Malaysia is biggest than the salary of DPR.

b) Second Cycle

In the second meeting, the material entitled"Child Marriage" to improve students reading ability was conducted better than the first meeting. The students become more active involvement during the process of teaching and learning, because the teacher was always give them stimulus with asked some questions and reminded them to give their friends a chance to express the ideas. The students were showed cooperative behavior during presented the material. When the students found difficulties in understanding the words from their friends' question the students immediately discussed the words with their friends in a group. The students could enjoy and were quiet confident thoughts with their own idea. But, in this meeting their spelling and grammar were still imperfect. The researcher found some students mistake such as bellow:

1. What is child marriage?

- Child marriage a harmful traditional practice that weds young people, almost exclusively girl to man who usually significantly older than their new bridge.
- In this case, the students still made intralingua error. After word "almost exclusively girl" instead of "almost exclusively girls" because it was indicated the plurals. "Man who usually significantly older" after word "man who" should be followed by "to be". The researcher tried to explain that in English sentence minimally included S + V + O.

- Instead of: Child marriage is a harmful traditional practice that weds young people, almost exclusively girls to men who are usually significantly older than their new bridge.
- 2. What are the purposes and the bed influences of child marriage?
 - Child marriage is has purposes. The nobility of some culture tend to use child marriage among different factor state as a method to secure politicalties between them. The lack of education of girls. In the practice is often deprived of her basic right of helth, education, development and equality.
 - The students made spelling mistake of the word "politicalties" and "helth" instead of "political ties" and "health". The word "some culture" should be added by "s".
 - Instead of: Child marriage is has many purposes. The nobility of some cultures tend to use child marriage among different factors states as a method to secure political ties between them.

 The bad effects of child marriage are less knowledge of girls, deprived of her basic right of health, education, development and equality.
- 3. What should we do to force and combat child marriage?
 - Should be improve the education and deeper of religion
 - Instead of: S + V + O. We should be enrich our knowledge and increase our religion knowledge.

- 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 bridge. Child bridges 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.

• Instead of: S + V + O. We should be enrich our knowledge and increase our religion knowledge. Obligation the study twelve years.

c) Third Cycle

In the last cycle, the topic of the implemented inquiry approach was "Internet: Technology which gives the bad effects". The researcher found out there was a significant improvement made by the students and also had positive effect toward the students 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 response teacher's question related to the text.

The other improvement could be seen in their pronunciation when the teacher asked to volunteers to read aloud their outline sheet. The most significant improvement could be seen from the students' motivation to asked question from the presentation group and the students of presentation group could answer them easily.

2. The Discussion of Observation Checklist and Field Note

The researcher observed the activity directly. In the first cycle the application of inquiry approach technique was 85, 71% but, some of students were not actively involved and some of them did not asking question to the presentation group. The students were shy to express their idea; some of them

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

response teachers' question related to the text. The observation checklist score was 92, 85% the result considered enough to gave treatment of the students.

3. The Discussion of Form Interview for the Students

The results of interview form in the question number one, 100% students' answered that they like reading so much. Through reading the students are able to enrich knowledge, understood the way in writing, vocabulary mastery and be able to practice their speech. Interview for the second question and third question 100% students stated that there were some difficulties in understanding reading text especially 60% answered that the students did not understood the meaning of some difficult words, 25% stated that difficult to identify generic structure in reading text and 15% stated difficult to identify the structure or grammar in the text. For the question number fourth and fifth 100% students stated that they were like English language 60% students answered that reading is a good subject to enrich knowledge, 35% stated that reading is one of the important subject and 10% stated reading could make them enjoy when understood the writer said in writing text.

Students' answered in number sixth were 75% the students like method which makes them enjoy in learning English, 20% with practice and 10% serious in the process of teaching and learning. The seventh question students answered that 100% student very enthusiastic with inquiry approach technique. The eight question and the last question students answered that

70% difficult in applying investigating activities because there were many question from other groups to the presentation group. It was make the students to be active practice their speech and 100% stated that inquiry approach is a good method, because this method make the students easier to understood the materials, make them enjoy in learning English especially reading skill, make them to be critical thinking and the students more enthusiastic in learning English language.

4. The Discussion of the Students' Reading Ability

Concerning the assessment of student's reading test, the researcher concluded the students' score always improve in every meeting from first cycle to the third cycle. Moreover, the students can reach the criteria of successful study based on the KKM (Kriteria Ketuntasan Minimal or Criteria to Reach the Score) of English subject in MA Banu Hasyim Janti Waru Sidoarjo that most of students got equal 75 score in reading test.

In the first cycle the average score of students is 80, 25. In this meeting there were seven students who got 75 score, five students who got 80 score and eight students were got 85 score. In the second cycle, the researcher analyzed the average score of students in this meeting is 83, 5. It improves 9 points than the first cycle. Here 9 students can answer the test well.

In the last cycle the average score of students is 89, 5. It was happened because the students could answer the question perfectly, students' spelling and grammar better than the first and the second cycle. The students also could answer the question from their friends during presentation the materials.

The average score improved up to 18 points. This average score is very satisfied; it can determine that the research was successful and enough to give treatment for the students at this meeting.

5. The criteria of success

Considering the criteria that were made by researcher, she can conclude that her research was successful because the data of the study could reach the criteria of the research. Thus following are:

a) Most of the students are interesting enthusiastic in applying this inquiry approach technique. Approximately 75% of them are able to understand the rules of this technique well and participate totally in the teaching and learning process in the class.

Based on the result of the interview in seventh number, 100% students stated that inquiry approach is one of interesting method that make students to be critical thinking, easier to understood the reading materials, to be active students in the class through inquiry approach.

b) The teacher is considered to have a good performance in implementing the inquiry approach technique to improve students' reading ability.

Dealing with the result in the ninth question of interview, all the 20 students sated that inquiry approach is a good method that can help the students easier to understood the reading subject, make the students enjoy in learning English language especially reading subject, make them to be

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

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter was about the conclusion and suggestion of the activities of this study. The main object in this case was to answer the research question. Beside that, the researcher would give the point of some questions of how to make the classroom activities done well.

A. Conclusion

- 1. The students' responses in learning English by using inquiry approach are very good. Students stated that inquiry approach is one of interesting method that make students to be critical thinking, easier to understood the reading materials, to be active students in the class through inquiry approach. It could be seen by the result of interview in number seventh and ninth that all the 20 students answered inquiry approach could help them in learning English language either the result of observation checklist also support this statement. It could be seen that the last cycle score of observation checklist proved 92, 85% means, excellent score.
- 2. The class atmosphere when inquiry approach implemented is that students become actively involved during the process of teaching and learning. Students showed cooperative behavior and the students ware also understood what they have to do in the class. It could be seen from observation checklist proved 92, 85% means, excellent score.

3. The progress of students' achievement in reading after inquiry approach implemented are the students can reach the criteria of successful study based on the KKM (Kriteria Ketuntasan Minimal or Criteria to Reach the Score) of English subject in MA Banu Hasyim Janti Waru Sidoarjo that most of students got equal 75 score in reading test. In the first cycle the average score of students is 80, 25. In this meeting there were seventh students who got 75 score, those are students number 03, 05, 07, 10, 13, 15 and 16. Five students who got 80 score and eight students were got 85 score. In the second cycle, the researcher analyzed the average score of students in this meeting is 83, 5. It improves 9 points than the first cycle. Here 9 students can answer the test well. In the last cycle the average score of students is 89, 5. It was happened because the students could answer the question perfectly, students' reading comprehension, spelling and grammar better than the first and the second cycle. The average score improved up to 18 points is very good score; it can determine that the research was successful and enough to give treatment for the students at this meeting.

B. Suggestion

In order to improve students' reading achievement, the researcher has presented some suggestions that should be considered by The English teacher. The suggestion presented as follows:

1. For the Teacher

- 1. The teacher should be designed an interactive method to make student easier understand the material and make them enjoy in learning English.
- Giving the students stimuli through playing game that suitable with students' condition and related with the material in order the learning more useful and interesting.
- 3. The students should be given more chance to practice their English in the class through discussion or asking question. The more chance they have, the more experience they will get.
- 4. The teacher should motivate the students that English language is interesting subject, when there is a will there is a way to master the English language. Need process for the students to reach it.
- The teacher should give rewards to what the students did well and explain their mistake if it is necessary. Correction could stimulate them to be better.
- 6. The teacher should provide various activities in learning English to avoid boredom of students.
- 7. Teacher should motivate students in reading because reading is a complete skill, trough reading we could mastery vocabularies, writing/ summarized and speaking/ tries to practice it.
- 8. Teacher would be better with find the interesting and familiar topic, to make student more spirit in learning reading.

2. For Students

- The researcher hopes the students learn English more actively, since
 English is very important in modern Era in the future later.
- 2. By English the students are able to add their knowledge. Students are able to know the information from English news or book whether they understand the meaning of English trough reading skill.
- 3. My suggestion although whether the students get difficulties in learning English, don't give up, some day the students will be realize that English is very important. It is able to proved modern Era when the students always meet foreigner in Indonesia or go abroad. Moreover don't be lazy to memorize the words in reading text, because memorizing some English words it is main step to improve the students' ability in English language.

3. For Other Researcher

- For the further researcher who will conduct the similar study it is expected
 to enlarge this research using Inquiry Approach in different field such as
 university to improve students' reading achievement.
- 2. This research has given a lot of new edition in enriching the researcher stock of knowledge regarding the theme, rarely the use of Inquiry Approach. But the researcher realizes that she needs to explore more the subject matter in order to have a better understanding about it.

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