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TEACHING READING COMPREHENSION FOR THE TENTH GRADE STUDENTS BY APPLYING AN APPROACH OF INQUIRY BASED ON LEARNING

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A B S T R A C T

The objective of this research is to inform whether or not it was significantly effective to apply an approach of inquiry based on learning to teach reading for the tenth grade students. Pre-experimental was the method used with only one group for pre-test and post-test. The sample in this research consisted of 20 students which was taken by using cluster random sampling. The data were collected by means of test consisting of 20 items of multiple choices. The data obtained was analyzed through three techniques: 1) Individual Score, 2) Conversion of Individual Score Based on MMC (Minimum Mastery Criteria), and 3) Matched t-test. The results showed that students' mean score for the pre-test was 60.13 while for post-test was 75.25. The result of matched t-test was 5.25, which was higher than t-table value (1.725) of 20 with 95% significant level for one-tailed-test. Therefore, H_0 was rejected and H_a was accepted. In other words, the approach of inquiry was effective to be applied for teaching reading.

INTRODUCTION

Human beings need a medium to communicate, whereas it is commonly called language. Human beings usually convey their feelings by using language. They express everything to show their need to others as communication building. The term language refers to a set of intricate rules which function as a medium of human style of communication, (Siahaan, 2008:40). That is why language is something very crucial in everyone's life. They use language to share information and get feedback from others. English is one kind of languages that is learned in Indonesia. It is learned in formal settings. As a foreign language, students faced some constraints to learn English, including in reading text of English. EFL students who practice to read an English text, of course they meet many new words that made them confused to formulate the meaning for getting the information. In Ruddle's opinion (2005:30) as do others that readers literally make meaning from the interaction between prior knowledge and previous experience (what they already know) from the information available in text, which will be easier to be remembered or shared in social interaction and communication of this nation of "transaction".



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Based on the interview with an English teacher at SMA Yadika Lubuklinggau, the researcher found out the facts that the students' reading ability were still low. It also showed that some problems that may be forced by them in practicing English reading text. First, the students felt uncomfortable to learn reading since it related a lot with understanding of text such as main ideas and other information. Second, the students had lack of vocabulary. Thirds, the students also had problems in grammar that constructed in reading comprehension, those were about the kinds of part of speeches such as adjective, adverb, and also tenses such as simple present tense and simple continuous tense.

Therefore, students faced many problems with the meaning, the use of tenses, and aspects of reading text such as vocabulary. Finally, the students felt low motivation in learning, they were not interested in teachers' strategies, techniques or approaches that were used by teacher. They also had poor motivation and exposure in improving their ability in reading. Through this research, the researcher suggested the teacher to apply an approach called inquiry based on learning by Banchi and Bell (2008:10). It is a learning approach of teaching English which is the using for investigating some questions, arranging students' problems that is stimulated by teacher. Inquiry based on learning is an approach that could be used to assist students in practicing their ability to learn English through inquiry and a student-centered approach.

The problem was formulated to investigate the significantly effective in applying an inquiry approach based on learning for teaching reading to Secondary students. The scopes for this research were limited on the first, students were the eighth grade students of SMA Yadika Lubuklinggau, the material taught was descriptive text.

LITERATURE REVIEW

Teaching as the overs presentation of information by teachers to learners. The term teaching refers to anything done by materials developers of teachers to monitor the teaching and learning process of the language (Tomlinson, 1998:3). A teacher stands at the front of the classroom explaining the conventions of direct speech in English, that is stated on a textbook providing samples of language use and guiding learners to make discoveries from them, further more a textbook invites learners to reflect on the way they have just read a passage that is provided by teacher to participate in a challenging task. Moreover, Saleh (1997:16) wrote that teaching is a conducted by using among the combination of knowledge, art and skill. Art means the creativity of teacher to create a positive learning environment for students in classroom.

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There are some strategies in reading to be good readers, skills essential to students' academic success: pre-reading, initial reading, finding main idea, getting meaning from context, re reading, post reading, and finally exercises. Reading activity is a constructive, interactive process involving three factors the reader, the text, and the content whereas texts are read (Gunning, 1992:188). In addition, reading was only focused on certain components such as vocabulary and grammar (Catherine, 2002:13).

The material that was taught in this research, was descriptive text. A descriptive text is to describe people, things or places in such a way the reader can visualize the topic and enter into the researcher's description. According to Saraka (1988:142), descriptive text will efficiently create a sense of impression of readers, helping them visualize a scene of people or understand sensations. The researcher must have point of view for the object being described. Descriptive text is involves three basic strategies, namely: naming, detailing and comparing. In naming something, researchers can choose from some of words which are simple form. The generic structure of descriptive text is divided two part identification and description. The identification part is the part where researcher will identify the phenomenon found in text. The description part describes part, qualities, and characteristics. A descriptive text just focuses on only specific participants. It normally uses simple. Descriptive text consist of two main parts, namely identification and description paragraphs (Purwanti, 2013:44). Language feature of descriptive text using attributive and identifying process, adjective and also classifiers by using present tense (Nukita, 2014:19).

An achievement is a measurement of how much of a language has learned with reference to a particular course of study or programme of instruction (Trumble, 2001:11). Students' reading achievement means the students' difference score that is related to their particular course of instruction. For example, an achievement of reading comprehension's test was based on particular set of descriptive text question. The test helps the teacher to judge the success of his or her teaching and to identify the weakness of students. In conclusion, the students' achievement in reading is the students' final score for answer the reading test or questions and their improvement from pre test, treatment and post test.

Inquiry-based Learning Approach is a student-centered and teacher-guided instructional approach that engages students in investigating real world questions (Amri and Ahmadi, 2010:87). Furthermore, Sanjaya (2006:196) states that inquiry approach is the approach that consists of some activities of learning to focus on someone's thinking process analytically to search and find the



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answers of the problems in reading. The thinking process is usually done through question or answer between the teacher and the students. In simple way, inquiry help out studets for finding the answers by themselves. Therefore, students are required to be active in finding the answers of reading text, especially, descriptive text. Moreover, Cooper and Prescott (1989:3) state that research showed about students' learning that occurs in a classroom should be balance between quality and quantity as educational program.

Based on procedures that are proposed by Wilherm (2010:11), inquiry approach through the following steps:

1. Teacher activates the students' prior knowledge. The teacher asks for students about their opinions in getting topic of reading text.
2. The teacher will devide students into some groups (each group consist of five students). The teacher gives a topic.
3. Teacher invited the students to appoint their own group leader
4. The teacher establishes a general topic or inquiry of topic in Descriptive text.
5. The teacher will share to t students about the books/reading text which related to the descriptive text. After that the students do their own inquires.
6. The teacher helps the students to find the answers of the text.
7. The teacher asks students a lot of questions to help them refine their thinking.
8. The teacher evaluates result and process of study and reviewing the questions and answers that are stated on the text.

According Dewey (2012:52), there are several advantages to apply an inquiry learning approach. An Inquiry based approach is:

1. Qualitative: It could be used in teaching reading content and suitable for the groups.
2. Flexible for students: It motivates students become creative by giving them more freedom, time, and for discovery.
3. Highly motivating: students are more active to answer questions orally and written.
4. Connected to the real world: It facilitates students to face different situation while reading. Students get experiences directly and force their self confidence as long as the are in studying.



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Cooper and Prescott (1989:3) argued that several of student’s learning that occurs in a classroom must be paid attention on the qualities and also quantities to grow up the students’ knowledge better. However, some studies indicated that teachers was very dominant in classroom than students (teacher centered), but it was no good for students to improve the ability of learning English and less opportunities to build up their critical thinking. As Banchi and Bell’ opinion (2008:22) about clearly outlines four levels of inquiry, the progression is from level one through four that gives best steps as guidelines to push students’ inquiry learning skills in reading.

Step 1 : Confirmation Inquiry, teacher told about theme or topic. One student then develop the questions and procedures given by teacher to let them in reading activity.

Step 2: Inquiry structure, the teacher gives question and procedure. Students construct by developing their own ideas based on the findings while they evaluate and analyze the reading text.

Step 3: Guided Inquiry, the teacher only provides four or five questions to students. Next, teacher allow students to discuss the questions as their understanding to get the results as their own findings.

Step 4: Open Inquiry, teacher ask for students to formulate some questions and ask for them to answer the questions by discussing with others. They could be summarized. It is a way which is used by a teacher in teaching reading by asking the students to see the text, to make questions, to find and discuss the answers, then to do the reflection. Finally, the teacher explains and summarize whole of the contents.

RESEARCH METHOD

In this research, the researcher used a pre-experimental with one group pretest and post test design. The following was the design:

Table 1
Pre Experiment One Group Pre test - Post test Design

Group	Pretest	Treatment	Posttest
Experimental	T1	X	T2



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In which:

T1 = Pre test

T2 = Post test

X = Treatment

(Hatch and Farhady, 1982:64)

According to Fraenkel and Wallen (1993:236), pre-experimental method is a method that has one group pre test and post test design, a single group is measured or observed not only after being expose to a treatment of some sort, but also before. The researcher investigated 20 students as the object of this research. Collecting data, researcher used test. The test was as assesment for knowing the students achievement after they practice and study about something. Test used is an objective test in the form of multiple choices. There are only 20 questions. The time allocation which was given for students to do test was 45 minutes. This test would be handled twice, pre-test and post-test. There were two research variables in this research, they were first dependent variable and independent variable. First students' reading achievement as dependent variable, it was be able to be influenced by the approach applied. Second, inquiry learning approach as independent variable be able influence to increase students' reading achievement.

RESULTS AND DISCUSSION

Through investigating this research, the researcher found that Inquiry Approach was significantly effective to be used in teaching reading skill to the Tenth grade students of SMA Yadika Lubuklinggau. It could upgrade the students' motivation, could help the students to understand the lesson, and could make them more active in the classroom. The findings were students' achievement (score in pre test), students' achievement (score in post test), and the result of matched-test calculation between the students' score in pre-test and those in the post-test.

Before the researcher adjusted treatments for students in teaching reading, she gave the student pre-test then took their scores. After the scores have been got, the highest score of students was 80, reached by 1 students, and the lowest score 45 was reached by only 1 student. In addition the averages score was 63.



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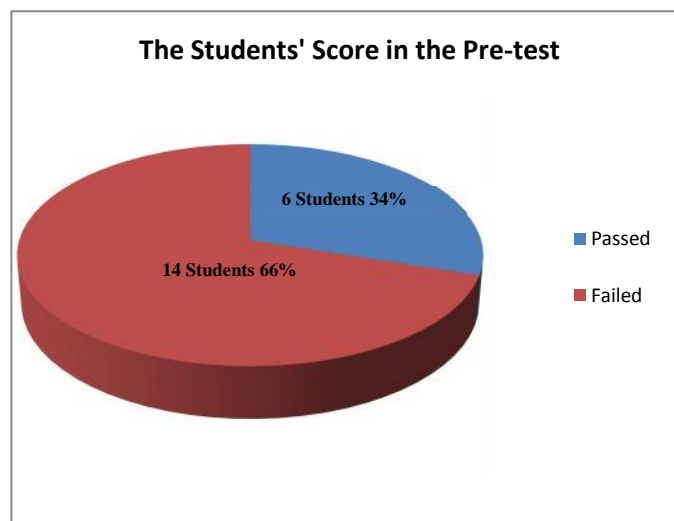


Based on the Minimum Mastery Criteria (MMC), the researcher found out that there were 6 students who could pass/achieve MMC and the students who scored below MMC were 14. The table of the students' score could be checked and seen on appendix C.

The percentage of the students' qualification in the pre-test is shown in the following chart:

Chart 2

The Percentage of the Students' Minimum Mastery Criteria in the Pre-Test



Based on the chart above, there were only 6 students (34%) who were passed in pre-test, and there were 14 students (66%) who were categorized into failed. In this case, the students were assumed that they had difficulties in reading comprehension.

2. The Students' Scores in the Post-test

Before giving the post-test, the researcher taught reading comprehension using guided reading procedure Inquiry Based Learning Approach. In this case, the test items given in the post-test were similar as given in pre-test. In the post-test, the highest score was 100 reached by 1 student, and the lowest score was 55 reached by 2 students. The averages score was 75.25. The students score in the post-test can be seen in the appendix C.

Based on the minimum mastery criteria, the researcher found out that there were 15 students who were successful in the test and 5 students who failed in the post-test. The table of students' score can be seen on appendix C. The percentage of the students' score in the post-test is shown in the following chart:



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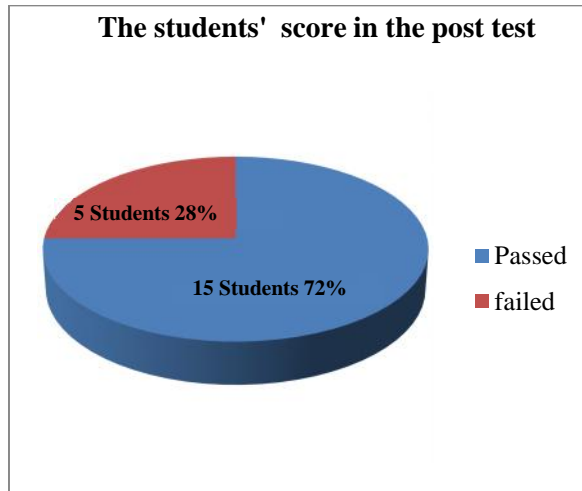
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Chart 3

The Percentage of the Students' Minimum Mastery Criteria in the Post-Test

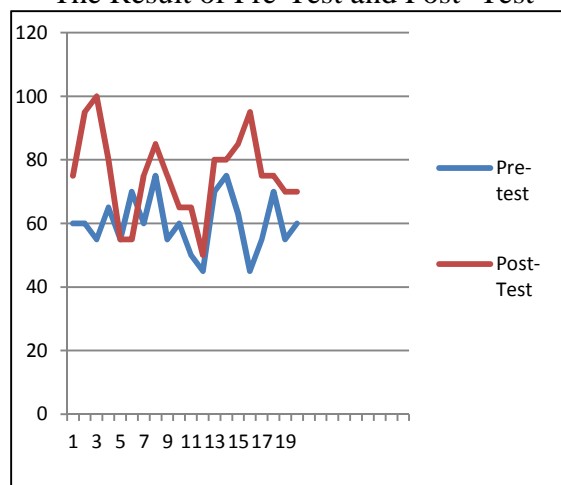


Based on the chart above there were 15 students or 72% who could be avowed into passed, and there were 5 students or 28% failed. The meaning was the material given (reading comprehension) was mastered by students. It was because the using of inquiry based on learning approach.

The researcher found that $t_{obtained}$ was 4.003 which exceeded 1.701 as it is critical value. It meant that the alternative hypothesis was accepted and null hypothesis was rejected. The comparison between the students' pre-test and post-test scores is shown in the following chart.

Chart 4

The Result of Pre-Test and Post- Test



Based on the data found (see table of list frequency on appendix) the frequency of students' pre test score $\chi^2_{obtained} = 10.31$ with degree of freedom (df)=5 (6-1). Since level is 95 % (0.05), and the

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$\chi^2_{table} = 11.070$ with the data was normal, because $\chi^2_{obtained} < \chi^2_{table}$. In addition, the data about the students' scores in the post-test was $\chi^2_{obtained} = 12.8376$ with degree of freedom (df)=5 (6-1). Since level is 95% (0.05), and the $\chi^2_{table} = 11.070$ with the data was normal, because $\chi^2_{obtained} > \chi^2_{table}$. From the calculation above, the degree of freedom was $N_{a-1}=20-1=19$ and $N_{o-1}=20-1=19$. The degree of freedom (df) N_a and $N_o = 19$, with significance level of 5% so $F_{table} = 1.86$. So the data distribution was homogeneity because $F_{obtained} < F_{table}$. The calculation of the matched t-test was based on the students' score obtained both in the pre-test and in the post-test, The researcher made the effect of matched t-test for the whole class was 4.003. Meanwhile, the critical value of 95% with df19 (20-1) significance level was 1.701. It means that the $t_{obtained}$ (4.003) exceeded the t-critical value (1.701). The result of the matched t-test. Calculation can be seen in appendix C. Based on the table of matched t-test calculation, the researcher acquired that N was 20 students, D was 245, D^2 was 6550, X_1 was 1260, $X_2 = 1505$, X_1 was 63, X_2 was 75.25. From the comparison table of the score pre- test and the score post-test, the researcher secured that the output of the standard deviation was 12.91. After the researcher took the standard of deviation, then the researcher calculated that the progress of standard error differences was 3.06. Standard error differences had been found; next the researcher calculated the matched t-test. The matched t-test of pre-test and post-test that found by the researcher was 4.003. After getting SD the researcher calculated matched t-test or calculated $t_{obtained}$ was 4.003. It was higher than 1.701 as critical value of t-table, with the significance of 0.05 for df=19 (20-1).

DISCUSSION

After getting the ramifications of tests, the researcher interpreted the progress of the data analysis. The researcher had data that after teaching reading skill by apply an inquiry approach to the tenth grade students, the students' achievement increased. It could be read from the difference between the students' score in the pre-test and in the post-test. Some data obtained include: a) the students' average score was 63, b) the students' highest score 100, which was achieved by 1 student, and c) the students lowest score was 55 achieved by 1 student. It can be interpreted that their ability in reading comprehension was failed category. The explanation above repeated that the students were not very good in their knowledge; it was because the students could not comprehend reading text well. They could not differ between information on the text and their knowledge. That



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is why the student felt difficulties to answer the question and consequently they were classified as failed category.

In contrast, the post-test data claimed that their average score increased to be 75.25, with the highest score was 100 achieved by 1 students and the lowest was 55 achieved by 1 students. Their average ability was in passed category. It means that after treatment, the students were better in reading comprehension and in answering the questions. The hypothesis are tested by using empirical data. The result of the matched t- test will be compared to the critical value of t-table. Since the sample of this study is 20 students, so the df 20 is (20-1). The coefficient of critical value of t-table is 1.701 for the signifance level of 0,05. If the result of the obtained exceeds or equals 4.003, the null hypotheses absolutely was rejected and consequently the alternative hypotheses was accepted for the significance level of 0.05. In contrast, the alternative hypothesis will be rejected if the t-obtained is less than 4.003 for significance level 0.05.

Based on Minimum Mastery Criteria of SMA Yadika Lubuklinggau, the students are considered to be “passed” the test in reading if they got at least 75 of the highest possible score 100, and they are confirmed to be “failed” if they got are under 75. So this strategy was effective to be applied, because it could intensify the students’ achievement in reading skill. Therefore, the researcher fell necessary to give treatments for the students. Treatments were done to improve the students’ achievement. In the treatments the researcher applied inquiry based approach to teach reading skill. In additional, the result of matched t-test calculation showed that the t_{obtained} was higher than t_{table} - The t_{obtained} was 4.003, while the t_{table} was 1.701. It means that it was recommended to use this approach for teaching reading, because the data in this research proved about the effectiveness.

CONCLUSION

In conclusion, this research proved that Inquiry Based Learning Approach had advantages in learning process. By applying this inquiry approach, it could increase students’ skill in comprehending reading text, the students have high motivation and can be active in learning process. This approach could be employed in teaching and learning English process, especially to develop students’ score as final result in reading comprehension. There was improvement of the average score of students for the pre-test (63) to the post-test (75.25). This was showed in the



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students' average score in post-test was higher than students' average score in the pre-test. Their average ability changed from failed based on the minimum mastery criteria to be mastered. The result of the t_{obtained} was 4.003 it was higher than 1.701 as critical value for one tailed test.

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