

**THE EFFECTIVENESS OF INQUIRY METHOD ON STUDENTS'
READING COMPREHENSIVE SKILL VIEWED FROM STUDENTS'
LEARNING MOTIVATION**

(An Experimental Study at the Second Grade Students of SMPN 1 Losari Brebes
in the Academic Year 2017/2018)

THESIS

**Submitted to Fulfill One of the Requirements for the Completion of the
Magister Degree in Graduate Programme**



Written By:

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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY
KLATEN
2018**

APPROVAL

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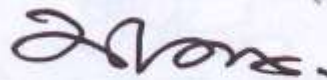
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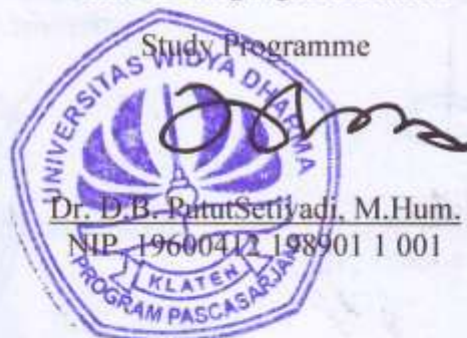


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ACCEPTANCE

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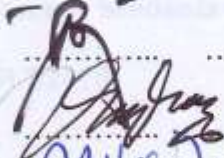
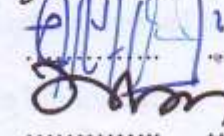

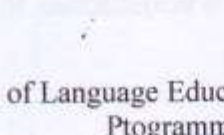
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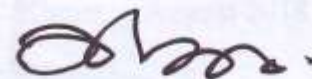
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It is not a plagiarism or made by others. Anything related to others work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, August 2018

writer,

Yunita Farwati



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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the thesis. Without Him, I couldn't stay patient and in control in writing this thesis from the first page to the last page.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

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Needless to say, the thesis is still far from being perfect. The writer will accept every comment and suggestion. Hopefully, this thesis will give benefit to everyone who concerns with action research.

Klaten, August 2018

The writer,

Yunita Farwati

MOTTO

If you don't like, change it! If you can't, so change your mindset about it.

(Maya Angelou)

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ABSTRAK

Yunita Farwati, NIM 1681100027, The Effectiveness of Inquiry Method on Students' Reading Comprehensive Skill Viewed from Students' Learning Motivation (An Experimental Study at the Second Grade Students of SMPN 1 Losari Brebes in the Academic Year 2017 / 2018). Thesis. Jurusan Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2018.

Penelitian ini bertujuan: 1) untuk mengetahui apakah penggunaan Inquiry Method efektif untuk mengajar membaca siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018. 2) untuk mengetahui apakah siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018 dengan motivasi tinggi mendapatkan nilai membaca lebih tinggi. 3) untuk mengetahui apakah ada interaksi antara penggunaan Inquiry Method and motivasi dalam pemahaman membaca siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018.

Pada penelitian ini, penulis menggunakan desain penelitian kuasi-eksperimental. Ada kelompok eksperimen dan kelompok kontrol. Kedua kelompok tersebut diberi tindakan yang berbeda. Kelompok eksperimen diajarkan menggunakan Inquiry Based Learning dan kelompok kontrol diajarkan menggunakan Grammar Translation Method. Penulis mengambil tiga puluh siswa untuk setiap kelompok. Selanjutnya, siswa kelas VIII H adalah kelompok eksperimen yang telah diajarkan menggunakan Inquiry Based Learning. Di sisi lain, siswa kelas VIII G adalah kelompok kontrol yang telah diajarkan menggunakan Grammar Translation Method (GTM). Kedua siswa kelas VIII H siswa kelas VIII G adalah sama.

Penulis menyimpulkan bahwa Inquiry Method efektif untuk mengajar membaca siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018, siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018 dengan motivasi tinggi mendapatkan nilai membaca lebih tinggi, dan ada interaksi antara metode pengajaran dan motivasi dalam pemahaman membaca siswa kelas delapan di SMPN 1 Losari Brebes Tahun Akademik 2017/2018.

Kata Kunci: Inquiry Based Learning, Reading Comprehension, Students' Motivation

ABSTRACT

Yunita Farwati, NIM 1681100027, The Effectiveness of Inquiry Method on Students' Reading Comprehensive Skill Viewed from Students' Learning Motivation (An Experimental Study at the Second Grade Students of SMPN 1 Losari Brebes in the Academic Year 2017 / 2018). Thesis. Language Graduate Programme of Widya Dharma University of Klaten, 2018.

This Research is aimed :1) to find out whether using Inquiry Method effective for teaching reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018. 2) to find out whether the students with higher motivation get higher score reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018. 3) to find out whether there is an interaction between Inquiry Method with level of students' motivation in reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.

On this research, the writer used the quasi-experimental research design. There were experiment group and a control group. Both of those groups were given the different treatments. The experiment group was taught using Inquiry Based Learning and the control group was taught using Grammar Translation Method. The writer took thirty students for each group. Furthermore, the students of class VIII H were the experiment group who had been taught using Inquiry Based Learning. On the other hand, the students of class VIII G were the control group who had been taught using Grammar Translation Method (GTM). Both the students of class VIII H the students of class VIII G were equal.

The writer concludes some findings based on the data analysis described that Inquiry Method is effective in teaching reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018, the students with higher motivation get higher score reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018, and there is an interaction between teaching method with level of students' motivation in teaching reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.

Key words: Inquiry Based Learning, Reading Comprehension, Students' Motivation

CHAPTER I

INTRODUCTION

A. Background of the Study

Many students become passive when facing a reading text although it is a simple text. The teacher sometimes asks unfamiliar words in the text and then asks them to open the dictionary. The teacher discusses the text by translating word by word. The last, the students do the exercises by answering the question based on the text. The activities in the class are under the teacher control and the students work individually although they are in group. These activities make the students get bored and do not have motivation in the next activities in the class. So, to respond these problems, the writer tries to use cooperative learning model in teaching reading comprehension. Cooperative learning model is one of the group works considered as an effective method in improving students' ability because it minimized students' bored and makes students more active.

Considering those strategies, methods, and method in teaching reading comprehension, the researcher uses Inquiry-Based Learning (IBL) method as cooperative learning method.

A learning cycle is likely to be recognized model of Inquiry-Based Learning. It is this assumption of directive inquiry that is at the core of most learning cycle models, including the 5E model. The 5E model is developed by the Biological Science Curriculum Study (BSCS) and included five

learning cycle stages, each beginning with E. These stages are Engagement, Exploration, Explanation, Elaboration, and Evaluation (Bybee, et.al, 2006). According Terry Heick (2013) there are four phases of Inquiry-Based Learning. They are interaction, clarification, questioning, and design.

Furthermore, Inquiry-Based Learning leads students to learn independently to improve the ability to think related to their own thoughts (Suhartono, et.al, 2014). On one hand, Inquiry-Based Learning is a way of learning through questioning and experimenting (Ajit, et.al, 2016). This IBL could make learners to become more critical and creative which facilitates them to work at any given situation than any other approaches. This approach honors the complex work of learning. Certainly, it prioritizes the knowledge and experience students bring to the classroom and it promotes active problem solving, communication of results, and the shared construction of new ideas.

Learning by doing introduced by John Dewey as the basic theory behind this approach provides the students fully interactive and students' experience-based learning process. This method is much different from Grammar Translation Method (GTM) that they usually used in the class. To know which one is more effective in teaching reading comprehension, IBL method will be compared with GTM that is used in their school.

Motivational beliefs also help students form an intention to learn. Individuals who are very interested and pay any particular attention to certain events will involve whole-heartedly in those events and if they do so they will

have an intention to learn more and more. Ely in Brown (2007: 161) says that motivation will yield positive result in second language. To achieve this, one has to create climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language. The students who have high motivation in reading comprehensive will be easier for them in remembering and understanding the meaning new text.

Based on the explanation above, it can be concluded that teacher should create the suitable and the most powerful and motivating strategies in encouraging and building their strategies and abilities in learning activity. The researcher is interested in conducting an experimental research entitled, “The Effectiveness of Inquiry Method on Students’ Reading Comprehensive Skill Viewed from Students’ Learning Motivation. (An Experimental Study at the Second Grade Students of SMPN 1 Losari in the Academic Year of 2017/2018)”. The researcher tried to experiment of two methods, Grammar Translation Method and Inquiry-Based Learning method. The researcher assumes that using Inquiry-Based Learning method is more effective in improving students’ reading comprehensive skill.

B. Identification of the Problem

Based on the background of the study, there are some problems identified. They are:

1. The second grade students of SMPN 1 Losari in the academic year of 2017/2018 have the weakness in reading.

2. The students are difficult to find out the information from the passage.
Thus, they are hard to achieve the reading comprehensive skill.
3. The students sometimes still confused about the text. Although the genre of text has been given to the students.
4. The second grade students of SMPN 1 Losari in the academic year of 2017/2018 have low motivation to study English.

C. Limitation of the Problem

Realizing that there are a number of the problems that have to be answered, the writer is concerned only with some of those problems to be investigated. This limitation, however, is taken because there is not enough ability for the writer to investigate all of the problems, including time allotment and financial allocation.

The problems of this study are limited to some related variables. The researcher only focuses on Inquiry Method as the experimental variable, and Grammar Translation Method as the control variable. Both of the teaching methods are applied in teaching reading comprehension to the second grade students of SMPN 1 Losari in the academic year of 2017/2018. Meanwhile, motivation is as the attribute variable that affect students' reading comprehensive skill.

D. Problem Statement

Based on the background of the research above, the problems of this research are stated as follows:

1. Is the use of Inquiry Method more effective than Grammar Translation Method to teach reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018?
2. Do the students with high motivation get higher score reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018?
3. Is there an interaction between Inquiry Method with level of students' motivation in reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018?

E. Objective of the Study

In the line with the research problems, the objectives of the study are as follows:

1. Whether Inquiry Method is effective to teach reading comprehensive skill to the second grade students of SMPN 1 Losari in the academic year 2017/2018.
2. Whether the students having high motivation get higher score reading comprehension than those having low motivation.
3. Whether there is an interaction between Inquiry Method with level of students' motivation in reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.

F. Significance of the Study

The significance of the study is expected to give valuable contribution to the researcher, teachers, and students.

1. To the researcher

It can develop the researcher's knowledge on the development of various methods implemented in teaching English to the Junior High School students. It also make the researcher consider about the students' motivation in teaching learning process, so she can find out the ways to improve the students' motivation.

2. To another teachers

It would help teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth. Specifically, the standard competences, basic competences, and the indicators of learning. It would also help teachers to design effective lesson plans based on individual differences, active learning, learning habits, effective feedback, and consistence.

The teacher would also be aware that teaching method is so important in teaching learning process, especially in teaching reading comprehension that he/she would be able to use appropriate teaching methods.

3. To the students

The students may feel different atmosphere in learning reading comprehension because the students who usually work individually will have to work cooperatively and collaboratively in developing their reading comprehensive skill. By cooperative and collaborative learning they would

be aware that they need to encourage themselves to be higher motivation students in learning language, particularly in reading comprehension. By applying Inquiry Method, the students are motivated to find out the answers of the teacher's questions, so they learn and try to understand about the text by themselves. They explore by themselves. It is also beneficial for the students to get a meaningful strategy to overcome their problems not only in improving reading comprehension but also in motivating the students to learn English.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the description of the data analysis, some findings are stated as follows:

1. Inquiry Method is effective for teaching reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.
2. The students with higher motivation get higher score reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.
3. There is an interaction between Inquiry Method with level of students' motivation in reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018.

It can be concluded that Inquiry Method is an effective method to teach reading for the second grade students of SMPN 1 Losari in the academic year 2017/2018. the effectiveness of the method is influenced by the students' level of motivation.

B. Implication

According to the research, Inquiry-Based Learning is proven as an effective method to teach reading. Because many new methods, one of them is Inquiry-Based Learning (IBL) can be proven as an effective method for teaching, especially to teach reading, it should be socialized to teach.

Moreover, teachers are expected to be more creative by using the method for teaching. Thus, the teachers need to have hard effort and try to use various methods for teaching English.

In addition, students' motivation is very important to help students in their achievement. Effort to study is higher because the students have high motivation to increase their ability. Therefore, the writer found that there is an interaction between Inquiry Method and students' motivation in reading comprehension to the second grade students of SMPN 1 Losari in the academic year 2017/2018. Thus, motivation is one of many some crucial factors affecting the students in learning that should be intensive in making lesson plan about teaching and learning processes for all elements like the government, the school, the teachers, and the parents.

Furthermore, there must be support from many people to help the students increase their motivation related to their achievement. For instance, they need support from their close people like parents, family members, and best friends. Moreover, the teacher not only teachers materials in the classroom but also can give motivation to the students. Therefore, the process of study in the classroom will be more meaningful.

Since the method proved as an effective method perhaps government institutional could socialize some new methods including Inquiry-Based Learning to the school. Besides that, teachers are also demanded to be aware and be able to use some innovative methods in teaching English especially reading. Motivation is also one of important factors influencing student in

learning that should be considerable in making decision about teaching learning process for all element such as the government, schools, teachers, and parents.

C. Suggestion

The following section discusses about the implication and suggestion written based on the conclusions of this research.

1. Inquiry Method is an effective teaching method to teach reading

Considering the first conclusion of this research, there are some implications and suggestions addressed to English teachers and school.

a. English teachers

Since Inquiry Method is an effective teaching method to teach reading, English teachers can implement this teaching method in teaching and learning reading to improve students' reading comprehensive skill. To be able to implement this teaching method effectively, teachers should follow some preparation. First, teachers should understand the concept as well as the strengths and the weakness of this teaching method. It enables them to know the right procedure of this teaching method and avoid from the obstacles which may appear in the process of teaching and learning process. One of the problems in implementing this teaching method is time consuming. It usually appears in the steps of discussing. It takes quiet longer time than other steps because students usually need time to gather and discuss about reading.

Second, teachers also have to analyze the syllabus in order to be able to design lesson plans covering the appropriate materials and evaluations. It helps them to select appropriate standard competence, basic competence and indicators, which can be achieved through the implementation of this teaching method. Designing lesson plan also facilitate them to select materials and types of evaluation which are appropriate with the level of students' competence and the complexity in implementing this teaching method.

Teacher should announce the time allocation to do the task in order that they will use time efficiently in discussing and presenting. In addition, teachers should also read and analyze the syllabus well in order to get better understanding on how to design lesson plan based on the appropriate syllabus. Further, they should explore the materials for teaching reading from any sources either from printed or authentic materials. The printed materials can be found in the form of books or handbook. On the other hand the authentic materials can be found in the form of newspapers, magazine, poster, written advertisement, letters, internet articles, etc.

b. School

The implementation of Inquiry Method to teach reading assists school in creating an effective program for teaching and learning reading. Consequently, the school, all the parties involved as policy/decision maker, have an important role to facilitate the teachers to be able to

implement this teaching method well. School should provide any books about teaching methods in the school library. Besides, school should also facilitate teachers to have forums that enable them to share any knowledge, information or experience in teaching English like MGMP, seminars, LPTK, workshop, etc.

After the process of the implementation of this teaching method, school should also give more concern on the effects of teaching method to the students reading comprehension in order to observe whether the implementation of this teaching method is done properly or not. If the implementation does not run well, the school should do some evaluation to find the reasons/problems in the process of implementing this teaching method.

c. The students of graduate school

As researchers doing some studies related to teaching and learning methods, students of graduate school should be able to investigate something new and beneficial for teaching and learning improvement in Indonesia. They should be able to explain new teaching methods more easily by reading some of scientific sources, following seminar, workshops, etc. If teachers can read and understand the research report about teaching and learning English more easily, they can implement the teaching methods. The findings of new teaching methods should inspire English teachers to do further study or find another method dealing with teaching English.

2. Students having high motivation have better reading comprehension than those having low motivation

There are some implications and suggestions addressed to parents, environment (social and school environment), English teachers, and students related to the second conclusion of this research.

- a. Parents

Motivation can be defined as the view one has of himself and his abilities. Parents create a positive emotional bond with children through warm and caring interactions with a lot of eye contact and touch. This positive emotional bond with parents and care give promotes students' motivation. Parents must not be angry to the children when they make mistake. Let them try to do something or explore by themselves. By mistake, they will learn more and pick the lesson. Parents should make their children to be the brave children. They teach their children to have positive thinking. Parents have the opportunity (and responsibility) to build motivation in their children. Some suggestions can be done by parents to build it:

- 1) Parents should be mindful of the language they use to describe their children.

Parents should not give label to children with words such as 'lazy', 'naughty', 'aggressive', or 'stupid'. Instead, look for and point out children's strengths.

2) Parents should provide them opportunities for success.

Giving children age-appropriate tasks they can complete on their own. By doing so, children will have sense of pride and improve their motivation.

b. Environment (social and school environment)

The place where one lives influences his motivation. As someone enters school, his motivation is influenced not only by her parents, but also by a growing circle of other people, including teachers and friends. The child gets feedback from many people on his physical appearance, his life style, his family background, social abilities, etc. All of this feedback influences what he thinks of himself. A high motivation is the foundation for the positive development and over-all well-being of a child. A child with a good motivation is also better able to reach his full potential. He does better in school. He is better able to set goals for himself and make decisions.

c. English teachers

English teachers should be able to teach reading for the students having high motivation using the appropriate teaching method which always increases students' motivation. Teaching starts from giving question, telling story and brain storming to the students can increase their motivation. In this teaching method, students can be brave to make

decision, they can try to answer although they do not know. They do not care about the result will be wrong or right. If the result is right, it is better for them. If the result is wrong, it is no problem, because they think that error is the part of the learning process. They will learn more from their mistake. Teachers should treat each students' ideas with respect and help children to learn how to use self-praise. It is comparing students' accomplishments to their past performance. Teachers should help students to realize that they have control over what gets done and plans management. They can encourage children to only take on what they can reasonably accomplish. Teacher can begin constructive criticism with a positive message of encouragement. The most important thing teachers can do for their students are establishing a warm and comfortable environment.

d. Students

Each student is potential to have high motivation. To be a high motivation person, student must have a great deal of positive thinking. Since motivation is something which should be built, students should be able to measure their own level of motivation to increase it. They also have to open their mind receiving any knowledge, critics and information which facilitate them to explore and increase their motivation. Students can increase the motivation from themselves. They

must think positively. They can also join the seminar which discusses about motivation.

3. There is an interaction between teaching methods and students' motivation

Based on the last conclusion, the researcher describes the implication and suggestion constructed for English teachers, school and other researchers.

a. English teachers

In teaching reading, teachers should be able to select the most appropriate teaching method based on the students' condition. Students' motivation becomes one of the important considerations in teaching reading because students are able to learn the reading material and do some tasks well if they have belief that they can do it. Thus, teachers should understand whether the selected teaching method can facilitate the students having high and low motivation to learn reading. It is better for teachers to use students-centered learning to teach students having high motivation while teacher-centered learning to teach students having low motivation.

b. School

Since motivation regarded as one of the psychological aspects to have a good reading comprehension and any other subjects, school as the official institution for education should pay more attention on students' motivation level. In this case, school should involve actively testing the students' motivation level. The motivation questionnaire instrument can

be designed by capable teachers or psychologists. It can be conducted before the process of teaching and learning reading done in the classroom. By taking a look at the result of students' motivation level, school can decide what kinds of teaching method which is appropriate to each reading.

c. Other researchers

The result of this research which shows the interaction between teaching methods and students' motivation can be as an additional reference for other researchers who want to do further research related to the application of teaching reading. In addition, this research can be useful to explain more description on the process and the procedure of conducting the same kind of research. It also beneficial for other researchers who may plan to have similar research viewed from any different psychological point view besides motivation which may have correlation with students' reading like intelligence, personality, self-esteem, etc.

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