

**IMPROVING CHARACTER BASED READING COMPREHENSION BY
APPLYING INQUIRY BASED LEARNING METHOD OF THE TENTH
YEAR STUDENTS OF SMK NEGERI 1 KLATEN IN ACADEMIC YEAR
OF 2018/2019**

S-1 THESIS

Submitted as a Partial Fulfilment of the Requirements for Undergraduate Degree
in English Education Study Program, Teacher Training and Education Faculty,
University of Widya Dharma Klaten



By

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No : 1511202952

**THE TEACHER TRAINING AND EDUCATION FACULTY
WIDYA DHARMA UNIVERSITY
KLATEN
2019**

APPROVAL

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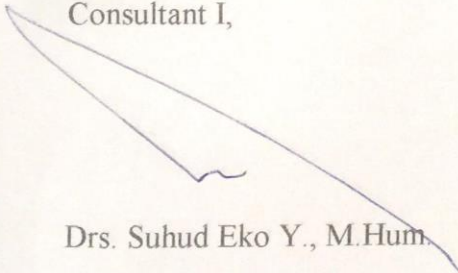
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IMPROVING CHARACTER BASED READING COMPREHENSION BY APPLYING INQUIRY BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 1 KLATEN IN ACADEMIC YEAR OF 2018/2019

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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitle “IMPROVING CHARACTER BASED READING COMPREHENSION BY APPLYING INQUIRY BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 1 KLATEN IN ACADEMIC YEAR OF 2018/2019”.

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 cancelation of my academic degree.

Klaten, 31 July 2019



Frimayanti Maris

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient. (QS. Al Baqarah 2:153)

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو رَضِيَ اللَّهُ عَنْهُمَا قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: رِضَى اللَّهُ فِي رِضَى الْوَالِدَيْنِ وَ سَخَطُ اللَّهِ فِي سَخَطِ الْوَالِدَيْنِ (اخرجہ الترمذی و صححه ابن حبان والحاكم)

From Abdullah bin Umar bin Ash ra. The Prophet (peace and blessings be upon him) said: “Allah’s blessing will depend on the parents’ blessing and Allah’s wrath will depend on the wrath of both parents.” (Narrated by al-Hakim)

PRESENTATION

I dedicate this thesis to:

*My beloved father, Bapak **Soetrisna**
and,
my beloved mother, Mama **Mariati**.*

Also to:

*My grandmother, Nini **Kamariah**
My siblings, Dek **Farah** and Mas **Yaya**.*

*With love,
Rima*

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In the name of Allah, the Most Gracious, the Most Merciful.

Praised be to Allah *SWT.*, Lord of the world, who has given the writer –me His mercies, blesses, and permission to accomplish this research. Peace and salutation be upon to the prophet Muhammad *saw.*, his family, his companion, and his followers until the end of the world. May Allah grant Thy forgiveness to me and my dearest parents, Soetrisna and Mariati, and have compassion to them as they brought me up when I was a child.

I would like to express my great appreciation to Drs. Suhud Eko Y., M.Hum. and Ike Anisa., S.Pd., M.Pd. as my consultants, for their valuable guidance, motivation, and advice, throughout the research writing process. I would also like to express my gratitude to:

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6. Everyone who had helped, given me support, spirit and motivation in finishing this research that can't be mentioned one by one.

Therefore, I expect some suggestions and critiques for this research because I realize that this thesis has not been perfect yet and still has many disadvantages and 'deformity' to be repaired by the readers in the future. At last, I expect this research will bring benefits for all readers in the future.

Klaten, July 2019

Frimayanti Maris

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
CAR	Classroom Action Research
ET	English teacher
IBL	Inquiry Based Learning
KKM	<i>Kriteria Ketuntasan Minimal (KKM)</i> or the minimal mastery level criterion.
R	Researcher
SMK N	Sekolah Menengah Kejuruan Negeri or state vocational high school
SS	Student/ students
X AK 2	The class of the tenth year grade of accounting 2

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ABSTRACT

Frimayanti Maris. 1511202952. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University of Klaten. 2019. Undergraduate Thesis: *Improving Character Based Reading Comprehension by Applying Inquiry Based Learning Method of the Tenth Year Students of SMK Negeri 1 Klaten in Academic Year of 2018/2019.*

This research was carried out to reveal the students' competence and participation in character-based reading comprehension in the tenth year of SMK Negeri 1 Klaten in academic year of 2018/2019. The respondents consist of 36 students of X AK 2 class. The method of conducting the research was Classroom Action Research (CAR). This research was conducted by following the Kemmis and McTaggart's model consisted of planning, acting, observing, and reflecting with two cycles. The data were collected in this research through the observation, interview, documentation, test, and questionnaire.

The findings showed that students' competence and participation in character-based reading comprehension improved gradually. The mean score in the preliminary study was 74.74; the Cycle I 78.89, whilst the Cycle II was 81.55 with *KKM* (the minimal mastery level criterion) was 70.00. On the other hand, the students' participation also improved. The improvements of the students' participation were shown on the observational sheets of students' activities, field notes, questionnaires, and interviews. Based on the results achieved in both cycles, the classroom action research (CAR) was granted to be successful in improving the students' competence and participation in character-based reading comprehension through the Inquiry Based Learning Method.

Key words: *Inquiry Based Learning, reading comprehension.*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

In curriculum 2013 revision for language teaching, there are perspectives for teachers to interpret competences derived from psychomotor domains, language system, micro-skills, and macro-skills (Ahmad, 2014:8). The macro skills taught in learning English cover four skills; writing, speaking, listening, and reading. Grabe in Celce-Murcia (2010:188) states that reading is the ability to read and take general understanding as the example requires that the reader draw information from a text and combine it with information and expectations that the reader already has. Therefore, to be successful at reading comprehension, students need to actively process what they read (Willis, 2008:128)

Based on the SMK Negeri 1 Klaten English teacher's explanation, this school has been pointed by the government to implement the curriculum 2013 revision that the students need to learn four skills of learning English. When the researcher conducted the interview to the English teacher in preliminary study can be stated that the most difficult skill to be learnt was speaking and reading. In addition, the students in the tenth grade of SMK Negeri 1 Klaten in academic year of 2018/2019 also stated that reading is the most difficult skill to be learnt. They said that there were some problems. The first they admitted that reading is boring, secondly they had problems in comprehending the reading passage.

The researcher also assumed that reading is the skill that needs to be improved because the teacher had missed some reading activities. The problems are inadequate time and method of teaching and learning. The teacher has avoided the activities at school instead giving the students assignment. There are two activities that have not been completely taught based on the book, reading activities for narrative and recount text.

Ministry of Education and Culture have brought certain resources for the development of the quality of English language teaching as suggested in the syllabus. The tenth year students of senior high school are expected to achieve the following competences in reading. Based on the basic competences written in the syllabus, the tenth year students of Senior High School are supposed to be able to fill the expectation in reading short functional text (announcement, memo, and sign, etc.) and long functional text (narrative, recount, descriptive, news item, etc.). This finding indicates that teaching reading comprehension in Senior High School uses genre based text.

Genre-Based Approach is a simple model for developing complete lesson units (cycles) around text types/genres to be taught, and has as its ultimate aims of helping learners to gain literacy independently through mastery of text types and genres (Fauziati, 2013:9). This is in the basic idea of constructivism that knowledge must be constructed by the learner. It cannot be supplied by the teacher (Hozler in Fauziati, 2013:6). Therefore, English teaching-learning process is advisable to be conducted as student-centered learning and contextual learning (Kemendikbud, 2012:25).

At the beginning, Dewey in Williams (2017:93) allows students busy at work constructing their own knowledge through personal meaning. This is in line with constructivism, the idea that learners construct knowledge for themselves (Fauziati, 2013:7). Other constructivism figures as Piaget, Vygotsky, and Brunner initiate the idea of Inquiry Based learning as stated in Rejeki (2017:138), the origin of Inquiry Based Learning is on the constructivism theory. In which according to them, the students construct their knowledge by communicating their experience with the environment instead of being transmitted by the teacher (Rejeki, 2017:138).

Inquiry Based Learning becomes one of the applicable methods in teaching and learning language. There are some evidences to prove that Inquiry Based Learning can improve students' reading skill. Masitoh (2017:79) states that Inquiry Based Learning can improve the reading comprehension skills of middle school students. She proved that after conducting the experiment by implementing Inquiry Based Learning to the eighth year students of MTs Ali Imron Medan, the students' learning achievement for reading Koran could be improved. Furthermore, Burhanuddin (2012:126) concludes there is the improvement of the students' reading comprehension in terms of literal comprehension dealing with word meaning and main ideas and interpretive comprehension dealing conclusion after conducting a classroom action research to the first semester students of English Education Department in Muhammadiyah University of Makasar. In addition, Milatasari (2013:9) has conducted a research at SMA N 3 Sukoharjo. She states that Inquiry Based Learning could improve the students' writing ability

by comparing the pre-test score and the post-test score. In the implementation, there were some strengths of using Inquiry Based Learning such as making the students more confident and active, developing their critical thinking, and understanding the concept.

According to Andrini (2016:41), inquiry learning model is learning that requires students to solve problems through investigation activities that increase the skills and knowledge independently. Teaching reading using inquiry based learning method encourages students to become curious, independent, and fond of reading. Those are the points of character-based teaching and learning. The main aim is to create students to have good characters focused on students' attitude. According to *Undang-Undang No 20 Tahun 2003 Pasal 3* about the function and the aim of the national education states that,

“Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”.

The method has not been used in any class of the school. The facts and evidence above motivate the researcher to apply Inquiry Based Learning (IBL) method to the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019 to improve their character based reading comprehension. The method can raise the new interest for students and teachers. By applying Inquiry Based Learning (IBL) method in English class, students be experiencing an interesting method and mastering reading skill in more effective way.

B. THE REASON OF CHOOSING THE TOPIC

With the aim of gaining information about problems in the classroom, an observation was conducted in the tenth year students of SMK Negeri 1 Klaten. The information from the observation was combined with that from an interview between the researcher and the teacher. There were problems that encourage the researcher to choose the topic are as follows;

1. Reading skill is one of the active language skills that the students have to master based on competency standard in senior high school.
2. Reading is the primary means for independent learning to get information done by the students.
3. Teacher and students stated that reading was one of difficult skill to be learnt, the other one is speaking.
4. The students were bored and confused in comprehending the text.
5. The teacher had missed some reading activities.
6. The researcher is interested in Inquiry Based Learning method because it can improve the proficiency of the students' reading skill and their participation in learning process in senior high school.

Those all above problems are influencing factors towards the condition of English instruction in the tenth year students of SMK Negeri 1 Klaten. They result in the state that the classroom needs to be improved, including the teacher and the students. Students' English ability, particularly in reading, is important for their today and future. Therefore, the researcher arouses these problems as the focus of the research study.

C. THE LIMITATION OF THE STUDY

In order to make the problems in this research clear, the researcher wants to clarify them by limiting the study so the researcher could be focused on the way to solve the problem. Related to the background above, the limitations of the research are formulated into the following;

1. Inquiry Based Learning can enhance the students' competence of character based reading comprehension as reading skill is in competency standard in SMK Negeri 1 Klaten but the teacher has missed some of the activities.
2. Inquiry Based Learning can enhance the participation of the students of SMK Negeri 1 Klaten in character based reading comprehension as students needed to be fond of reading but they were bored and confused.

D. THE PROBLEM OF THE STUDY

In this research, the researcher formulates the statement of the problems as:

1. "Can Inquiry Based Learning method improve the competence of character-based reading comprehension of the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019?"
2. "Can Inquiry Based Learning method improve the students' participation in character-based reading comprehension of the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019?"

E. THE AIM OF THE STUDY

The aims of the research are as follow;

1. To verify whether applying Inquiry Based Learning method can stimulate the competence of character-based reading comprehension of the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019.
2. To verify whether applying Inquiry Based Learning method can stimulate the students' participation in character-based reading comprehension of the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019

F. THE USE OF THE STUDY

After achieving the result of the research, it is expected to be useful for everyone. Thus the use of this research will be concern with:

A. The Practical Use

- a. The result of the research can be used to know the improvement of reading comprehension and students' participation by using Inquiry Based Learning method.
- b. The result of the research can be used to enrich the repertoire of teaching and learning reading comprehension theory.
- c. For the students, this research can make the student to experience an interesting method to improve their participation in learning reading comprehension.

d. For teachers or education college students, this research can give a brief view which variation of teaching and learning method can improve to master reading skill.

B. The Theoretical Use

The result of the research can be used to enrich, extend, and strengthen the repertoire of teaching and learning English and its implementation in reading skill and its implementation to enhance the students' achievement in English generally and reading comprehension especially.

G. THE CLARIFICATION OF THE KEY TERMS

The key terms used in the title of this research can be explained as follows:

A. Improving

Oxford Advanced Learner's Dictionary (2010) confirmed that improve is "to become better than before". It means that improving is the condition of something that is better made. In this research, improving means making the teaching and learning process better, especially on teaching and learning reading comprehension by understanding text correctly of the tenth year student of SMK Negeri 1 Klaten in academic year of 2018/2019 become better by applying Inquiry Based Learning method.

B. Character-Based Reading Comprehension

Character has from the time immemorial been perceived as a word that is acclaimed with special connotations. In other words, when someone is attributed as having a good character as it is commonly used, that person also possesses some other qualities such as trustworthiness, integrity, passionate, reliable, and dependable (Pike, 2010:311). Resembled with the title, Grellet (1999:3) states that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible. Hence, in this research teaching reading comprehension to the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019 with character-based teaching fosters the development of ethical and responsible individuals about the good values that people should be curious, independent, and fond of reading, also other important traits that make for an upstanding citizen.

C. Inquiry Based Learning (IBL)

Kahn and O'Rourke in Rooney (2012:102), IBL as a broad umbrella term to describe approaches to learning that are driven by a process of inquiry. In their definition of IBL the tutor establishes the task and supports or facilitates the process, but the students pursue their own lines of inquiry, draw on their existing knowledge and take responsibility for analyzing and presenting their ideas appropriately. Inquiry Based Learning is defined as a strategy used by the English

teacher of tenth year student of SMK Negeri 1 Klaten in teaching reading comprehension.

H. THE ORGANIZATION OF THE STUDY

The researcher divides the content of this organization of the study into five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason of choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is the review of related literature. It consists of character-based reading comprehension, Inquiry Based Learning, Genre Based Approach, and Classroom Action Research.

Chapter III is research methods. It consists of method of the research, strategy of the research, source of the data, technique of collecting the data, subject of the research, validity of the data, and technique of analyzing the data.

Chapter IV is research findings and discussion. It consists of analysis of the data and discussion of the findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There were two questions to be answered in this research based on the problem statement, “can Inquiry Based Learning method improve the competence” and “can Inquiry Based Learning method improve students’ participation in character-based reading comprehension of the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019?”. According to the analysis, it could be recapitulated that:

1. The improvement of the students’ competence could be seen from the increasing of the students mean and students passing *KKM* in reading test. The mean of students’ marks from Preliminary was 74.72, cycle I 78.89, and Cycle II 81.55. There were 9 students did not pass *KKM* in Preliminary Study; The students did not pass *KKM* in Cycle I were 5; Finally, all of the students passed *KKM* in Cycle II.
2. The other improvements are the students’ participation of character based reading comprehension. The improvement of the students’ participation could be seen from the observational sheets of students’ activities, field notes, questionnaires, and interviews.

In conclusion, the implementation of Inquiry Based Learning method to the tenth year students of SMK Negeri 1 Klaten in academic year of 2018/2019 can be concluded that Inquiry Based Learning method can

improve students' competence and students' participation of character based reading comprehension. Inquiry Based Learning would be alternative strategy especially for teaching and learning character based reading comprehension.

B. Suggestion

After conducting the research, there are several recommendations that the researcher can generate. The recommendations are regarding the teaching and learning process, the students, the English teacher, the researcher's colleague, and the researcher himself. They are presented below.

1. The teaching and learning process

An appropriate teaching method is a need in the class that seeks for an optimum result of student learning. Whatever the method, or approach, employed in the teaching and learning process, an English teaching and learning process should be rich of interactions and collaboration among the class members including the teacher and the students from which the objective of learning can be achieved. It is mainly the job of the teacher to provide the students with opportunities and to design an English instruction that can get the students engaged in the teaching and learning process.

2. The students

An English instruction can come to success if the students have a good attitude towards the teaching and learning process. It is suggested that they can retain and maintain their willingness in learning English

and are given the opportunities to participate in the teaching and learning process so the learning objective can be achieved.

3. The teacher

Being involved in a research study, the teacher had a better perspective about the teaching and learning process in the classroom. Therefore, it is suggested that the teacher is involved in action research in the classroom so the teacher can have a better pictures and spirit to improve the teaching and learning process and the students' skills in English.

4. The researcher's colleague

Being a collaborator in research has given the researcher's colleague some spirit and enthusiasm in conducting similar research to finish her study. It also gives her some ideas on how to conduct action research. Therefore, it is suggested that university students, particularly those who are required yet have not conducted any research, are involved in research so they can be motivated to conduct their research and can have had some ideas in conducting it.

5. The researcher

The experiences of conducting action research are needed by English Education students to prepare themselves to be English teachers in the future. With such experiences, they can better understand the jobs of teachers are. Consequently, it is worth conducting action research for English Education.

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