IMPLEMENTATION OF INQUIRY METHOD FOR TEACHING EXPOSITION READING TEXT

(An Experimental Study to the Eleventh Grade Student of SMA Negeri 1Larangan Brebes in the Academic Year of 2016/2017)

A THESIS

Presented as Partial Fulfillment of the Requirement

for the Graduate Degree Language Education Programme

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GRADUATE PROGRAMME
WIDYA DHARMA KLATEN UNIVERSITY
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APPROVAL

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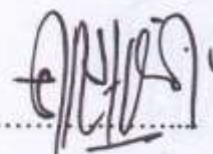
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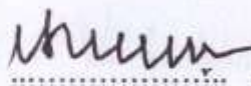A thesis was approved by

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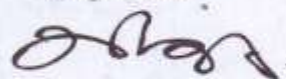
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Klaten. April 13 th.2019

The Writer

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DEDICATION

To:

1. Dra.Rofiqoh, My beloved wife

2. Eva Mawaddatunnisa and Devi Putri Berliani ,my beloved girls

3. Alm Tarmidi and Siti Aminah, my beloved Father and Mother

4. Al m H.Kusyaeri and Hj. Jariyah, my beloved father and mother

5. The big family of SMAN 1 Larangan Brebes

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِ ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning: "O you who believe! When it is said to you, 'Give spaciousness in the assemblies, "then make room; Allah will make room for you. And when it is said," Stand up, "then stand it, **Allah will raise the degree of people who believe and people - people who were given some degree of knowledge**. And Allah is well-acquainted with what you do ", , (Q.Mujadalah verse: 11)

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَ الْأَخِرَةَ فَعَلَيْهِ بِالْعِلْمِ

It means: "he who wants the life of the world then it is obligatory for him to have science, and anyone who wants the life hereafter, then it is obligatory for him to have knowledge" (HR.Turmudzi).

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First of all, the rseacher woluld like to praise to God the Almighty for the blessing and mercy given to him in finishing this thesis . The thesis entitled **IMPLEMENTATION OF INQUIRY METHOD FOR TEACHING EXPOSITION READING TEXT** (An Experimental Study to the Eleventh Grade student of SMA Negeri 1 Larangan Brebes in the Academic Year of 2016/2017)

In doing this study, the reseacher realized that it is impossible to finish it without contribution, help, suggestion, comment and revision from many people. So, in this chance the reseacher would like to express his thanks and deep appreciation to :

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7. All his friends who always support him in compliting this thesis

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Finally , the researcher would like to thank to everybody who want to read this manuscrips, which is hopefully useful for anyone concerned especially for the English teachers.

Klaten,   Januari 2019

The Writer,

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The research purposes to find out whether inquiry method is more effective for teaching exposition reading text to the Eleventh Grade student of SMA (Senior High school) Negeri 1 Larangan Brebes in the Academic Year of 2016/2017).

This experimental study was carried out to the eleventh grade students of SMAN 1 Larangan Brebes in the academic year of 2016/2017. This research was quasi – experimental with factorial design. Population in this research were all students of grade XI second semester science Programme of SMA Negeri 1 Larangan Brebes.

Sampling in this research used a purposive sampling tecnique, the selected class were class XI science 1 as an experimental class and class XI social as control class the experimental class treated by using inquiry method while the control class treated by using the existing method. The instrument used to collect the data is test on multiple choice. The data were analized by using t – test for independent sample.

Referring to the summary of t – test -, it can concluded that: (1) The students who are taught by using Inquiry Method have better reading than who are taught by using the Existing Method. (2) The students who are better at reading comprehension have better post test scores. In other word, the use Inquiry method is more effective than the Existing Method

So that the results of the study can be concluded that inquiry method is an effective method or better method in learning to read Exposition text in class XI.1 MIA SMA 1 Larangan Brebes in the academic year 2016/2017.

However, in the implementation of the method, The success of a teacher cannot be separated from the readiness of the teacher in preparing appropriate learning media, a good learning strategy, the right method, involving students and teachers in learning and fun for students.

Key words: Inquiry Method, The Existing method, Mastery Reading Comprehension, Experimental study

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah Inquiry Method lebih efektif dari metode yang biasa digunakan guru dalam pembelajaran reading pada siswa kelas XI SMAN 1 Larangan Brebes tahun pelajaran 2016/2017.

Sudi Experimen diterapkan kepada kelas XI SMAN 1 Larangan tahun pelajaran 2016/2017. Penelitian ini merupakan penelitian Quasi - experimental dengan factorial design. Populasi dalam penelitian ini adalah semua siswa kelas XI SMAN 1 Larangan Brebes semester genap pada Program Sain SMAN 1 Larangan.

Pemgambilan sample dalam penelitian ini menggunakan teknik purposive sampling dan kelas yang dipilih adalah kelas XI IPA.1 sebagai kelas ekperimen, dan kelas XI.IPS.1 sebagai kelas kontrol. Intrument dalam pengumpulan data dalam penelitian ini menggunakan test. Teknik analisis data yang digunakan adalah t – test independent sample.

Berdasarkan perhitungan dari t – test dapat disimpulkan bahwa: (1) siswa yang diajar dengan Inquiry Metode mempunyai kemampuan membaca lebih baik dibandingkan dengan siswa yang menggunakan metode yang biasa digunakan guru. (2) siswa yang berkemampuan pemahaman lebih baik akan memperoleh nilai post test lebih baik. Dengan kata lain penggunaan metode Inquiry metode lebih effective dibandingkan dengan metode yang biasa digunakan guru.

Sehingga hasil penelitian dapat disimpulkan bahwa inquiry metode adalah metode yang efektif dalam pembelajaran membaca Exposition text pada siswa kelas XI.1 MIA SMA Negeri 1 Lareangan Brebes tahun pelajaran 2016 /2017.

Keberhasilan seorang guru tidak lepas dari kesigapan guru tersebut dalam menyiapkan media pembelajaran yang sesuai, strategi pembelajaran yang baik, metode yang tepat, kertlibatan siswa dan guru dalam pembelajaran serta menyenangkan bagi siswa.

Key words: Inquiry Method, The Exsiting Method, Mastery Reading comprehension, Experimental study

CHAPTER I

INTRODUCTION

A. Background of the study

A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.

Brown, (2007:384), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. (The language Instinct, 1994:6)

On the other hand, Scollon (2004, p.272), states to emphasize that, first of all, language is *not* something that comes in "nicely packaged units" and that it certainly *is* "a multiple, complex, and kaleidoscopic phenomenon."

Teaching English to students can be said complicated. Many people argue that an English Lesson is very difficult because English is a foreign language and English is not mother tongue. Many students feel confused when they want to speak English fluently. They were confusing to start learning English. Which one comes first listening, speaking, reading, writing, grammar or vocabulary?

The researcher observed students of Senior High School 1 Larangan Students, and the writer found that 65 % of them feel dificulty to study english language. Moreover they come from Religion Junior High School (MTs). Some time their teacher doesn't come from English teacher, means he just graduated from English Course or the teacher didn't graduate from English language faculty. Students who come from Junior High School (SMP) were taught with exsisting method by their teacher. As the result Students are lack of mastering some vocabularies and grammar to comprehend reading text. Curriculum 2013 based on Ministry of Education (2002: 2) states that through the inquiry model, the teacher is expected to create a learning challenge that gave birth to the interaction between the idea previously believed by students with new evidence to reach a new understanding that more scientific through the process of exploration or testing new ideas. But who knew that the existing method that used the teacher ineffectively so 60 % of them got the bad score and it was unsatisfied. In the existing method students just listen and write, and only little of the students ask some questions of subject matter was taught by the teacher. So that, the result of the end of

semester tests (UAS) and National Final Exam (UN) were unsatisfied means the score under minimal completeness criteria (KKM) = (60% $\pm$ 65) and it was apposite the minimal completeness criteria (75). Something must be done to solve this problem. And the researcher thinks that the inquiry method will solve this problem as teaching and learning process in the class.

B. Identification of the Problem

From the background above the researcher found three problems as bellow :

1. Teacher is mismatch, he doesn't graduate from the English faculty but he prouds to teach english language although he graduates from english course.

2. An ineffectively of the existing method is passed by the teacher in teaching and learning process in his class. So students can get an unexpected score.

3. Students are lack of mastering some vocabularies and grammar to comprehend reading text generally and especially in exposition text.

C. Limitation of problems

In order the researcher makes to be more focused on his research. The research must be limited on implementation of the inquiry method for teaching exposition reading text in Class XI SMA 1 Larangan Brebes (experimental research) And In this case the reseacher wanted to know whether students who taught by inquiry method are better than those who are

taught by the existing method. In addition, the researcher also wanted to know whether inquiry method better than the existing method.

D. Problem Statement

Based on the background of the research, identification of the problem, and limitation of the problem, the researcher formulates the problem as follow:

Is inquiry method affirm for teaching exposition reading text ?

E. The Objective of the study

Related to the formulation of the problem, the objective of the research is to investigate:

Whether inquiry method is affirm for teaching exposition reading text.

F. Significance of the Study

This result of this study might helpfully be useful for the researcher, other researcher, teacher, students and school itself.

1. **For the researcher**

It can develop reseacher's knowledge on the development of various methods implemented in teaching English to the eleventh grade students of SMA Negeri 1 Larangan Brebes. It also make the researcher always creates a new idea in his or her learning process.

2. **For other reseachers**

The result of the research would be a good reference for other reseachers to look for whether inquiry method is affirm for teaching exposition reading text better than the existing method to teach reading

comprehansion and it could happen in other population with different characteristics. Theories came and go and any single theory can not separate in isolation. Learner and learning are complex and success in influenced by a multitude of factors, social background, family background, personality, society, age, gender, social economics etc. Theories need to be combined, tested, applied and challanged in order to allow us to adapt in other environment.

Conducting more reseachers can aid teacher to share with colledges and universities on their action lead to increase student performance, develop their talent to be better character improve their science and technology. It also offer knowledge to other researcher to do a similar research in another school and the result of the research can be used as starting point to hold the next research.

3. For Teachers

It could aid teacher to understand and comprehend what works and whay, what the short and long – term implication of implementation and application are provide justification and rationale for decision and action, help to establish a repertoire to aid with the unexpected, identify the problem, inform improvement and development etc. Specifically, it could aid teacher how to determine learning objectives, the standard competences, the standard minimal competences, indicators of learning. It could also aid teacher to design more effective lesson plan based on

individual differences, active learning, learning habits, effective feedback and studying consistence.

The teacher or lecter should be aware that teaching method is so very important in teaching leraning process, especially in teaching reading that she / he should be use appropriate teaching method. By applying inquiry method for teaching reading, that is method for teaching reading cosidered as increasing capability of students in reading comprehension in national examination to get exelent secore also as abalance between product and process oriented, teacher should be aware that the product of reading is after all, while process of reading is not end but it is a means forever.

4. **For students**

Students may feel different atmosphere in hearing reading because students who usually work individually with existing method will have to work together or in group with inquiry method. By inquiry method, they would work in discussion to explore by themselves their idea to solve some questions from all reading text in facing the final examination and the national final examination.

CHAPTER V

CONCLUTION IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research result and discussion in the previous of this chapter, it can be stated as follows:

The use inquiry method is effective in teacing reading viewed from Implementation of Inquiry Method For Teaching Exposition Reading Text at An Experimental Study to the Eleventhh Grade student of SMA Negeri 1 Larangan Brebes in the Academic Year of 2016/2017. It is proved by the result of analysis of Independent sample t – test. The result of test shown that the value of t- count was known that t- count was 1.917 sig. (2-tailed) was 0.059. Because of significance level (TS) > 0.05 than Ho is accepted and Ha is rejected. And the result of test shown that the value of t count was known that t – count was 6.767 sig.(2- tailed) was 0.000 < 0.05. This means that there is difference in post - test of students who use inquiry method with the students who use the existing method, were the average of pre – test at the experimental class was 74.514 and the average of pre – test at the control class was 71.667, post – test experimental class was 81.806, post – test and control class was74.848.

It can be concluded that Inquiry method is more effirm to teach the exposition reading text for the eleventh grade student of SMA Negeri 1 Larangan Brebes in the Academic Year of 2016/2017.

B. Implication

According to the research, Inquiry method is proved as affirm method to teach the reading text. Since the method is as affirm method perhaps government institutional could sosialize some new methods including Inquiry method to schools. Besides that teachers also demanded to be aware and be able to use some innovative methods in teaching English especially reading text which becomes the basic in learning English, and as the basic of an implementation of the 2013 curriculum today.

C. Suggestion

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

Inquiry method is affirm teaching method to teach reading exposition text considering the first conclusion of this research, there are some implication and suggestion addressed to English teachers, school and graduate students.

a. English Teachers

Since Inquiry Method is affirm teaching method in teaching the reading text. English teachers can implement this method in teaching and learning reading text to improve students'reading mastery. To be able to implement this teaching method effectively, teachers should follow some preparation. First, teacher should understand the concept as well as the strength and the weakness of this teaching method. It enables them to know the right procedure of this teaching method and avoid from the

obstactles which may appear in the process of teaching method in time consuming. It usually appears in step of discussing. It takes quite longer 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 appropirate materials and evaluasion. It helps them to select appropirate core competence, basic kompetence and indicator, which can be achieved through the implementation of the teaching method, designing lesson plans also faciliates them to select materials and type of evaluation which are appropirate with the level of student's competence and the complexity in implementing this teaching method.

Teacher should anounce the time allocation to do the task in order that they will use time effeciently in discussing and presenting. In addition teachers should also read and analize the syllabus well in order to get better understanding on how to design lesson plans based on the appopirate syllabus. Further, they should explore the materials for teaching reading from any sources either from printed or autentic materials. The printed materials can be found in the form of books or handbooks. On the other hand the autentic materials can be found in the form of newspaaper, magazine, poster, written advertisement, letters and internet articles ,ctc.

b. School

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 teacher to be able to implement this teaching method well. School should provide any books about teaching method in the school library. Beside, school should also facilitate teacher to have forums that enable them to share any knowledge, information of experience in teaching English like MGMP, Seminar, workshop, in house training, etc.

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

c. **Students of graduate school**

As researchers doing some studies related to teaching and learning method, 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 method more easily by reading some of scientific sources, following seminar, in hose training, etc. If the teacher can read and understand the research report teaching and learning English more easily, they can implement the teaching method.

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