

**IMPROVING CHARACTER BASED READING BY APPLYING
INQUIRY METHOD OF THE ELEVENTH YEAR STUDENTS OF SMA
NEGERI 1 JATINOM KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree in English Education Study Program**



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KLATEN

2020

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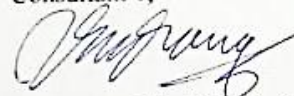
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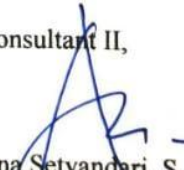
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PRONOUNCEMENT

This is to verify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING BY APPLYING INQUIRY METHOD OF THE ELVENTH YEAR STUDENTS OF SMA NEGERI 1 JATINOM KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 30 June 2020


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MOTTO

Life is like a riding bicycle, to keep your balance, you must keep moving.

- Albert Einstein

PRESENTATION

This thesis is dedicated to:

1. My beloved mother, Margiyem and my beloved father, Surahman "Thank you for all your prayers and support all the time. Thank you for being patient with me all the time. And thank you for keep trying making me to become a good person."

2. My best friends (Ronay, Masbin, Masyog and All Member of the Corner Canteen)

“ Thank you for all the support and prayers so far, we do not gather every day, but our spirit will always be there.”

3. All of my beloved friends starting from the one who called me(Agung, Adung, Don, or ustad)

“ Thank you for all the support and prayers so far. I can’t explain how grateful I am to have you all in my life.”

4. And finally all of my beloved friends in English Education Study Program.

“Thank you for the support and forgive me if I oftentimes trouble you, hopefully in the future I can repay your kindness.”

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Praised be to Allah SWT, the almighty for the mercy and strength and also for the blessing and leading me to finish this thesis. The prayer and salaam be upon to Muhammad SAW, the Prophet, his family and his followers. May Allah bless them and give them peace. May Allah grant His forgiveness to me and my beloved parents, Mr. Surahman and Mrs. Margiyem, and have compassion to them as they raised me up when I was a child.

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I do realize that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Klaten,

Agung Wahyu Riyadi

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ABSTRACT

Agung Wahyu Riyadi. 1511202934. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University. 2020. *Thesis Improving Character Based Reading by Applying Inquiry Method of the Eleventh Year Students of SMA Negeri 1 Jatinom Klaten in Academic Year of 2019/2020.*

The objective of this research is to improve character based reading by applying Inquiry method of the Eleventh year students of SMA Negeri 1 Jatinom Klaten in academic year of 2019/2020. The subject of the research was the students of XI IPS 1. This research was carried out in two cycles. The data were obtained through the observation, interview, test, and documentation. The actions implemented in this research were applying the Inquiry method in reading activity to improve students' character based reading skill. This study was conducted by following the Kurt Lewin model consisted of planning, acting, observing, and reflecting. The text used in the teaching and learning process of reading was about recount and report text. The research was conducted in two cycles.

The findings showed that students' competence in character based reading improved gradually. The mean score of the students improved from 62 in pretest; 68 in cycle 1; and 80.44 in cycle 2. Meanwhile, the students' character was also improved from 60.02 in the pretest; 66.47 in the cycle 1; and 74.41 in the cycle 2. Based on the result achieved in both cycles, it can be concluded that Inquiry Method can improve character based reading of the eleventh year students of SMA Negeri 1 Jatinom Klaten in academic year of 2019/2020.

Key words: *Inquiry, reading, character.*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Reading is the practice of using text to create meaning (Johnson, 2008:3). The text we have read will create meaning and the purpose of reading activity is to get the meaning of what we have read. It might also include fifth language process: thinking (language that takes place in the brain) which is represented to be able to comprehend something, in this case is reading (Johnson, 2008: 7). Reading difficulties can interfere at each step of the comprehension process. Constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections. Six foundational "threads" that students need to study in order to become effective readers: phonemic awareness, phonics and decoding, vocabulary, fluency, comprehension, and higher-order processing (Tankersley, 2003). Reading does not have "traits" or "components" that can stand alone and be taught as isolated skills to students. The act of reading is an interlocking whole a weave of many skills and understandings. We must, therefore, weave foundational threads that grow ever tighter and stronger as the tapestry pattern begins to emerge in our students. Only when the foundation is strong we can begin to add the "decorative" pattern of

higher-level processing to the emerging tapestry. When children do not have solid threads woven into their reading development, holes in the reading process develop and the whole fabric weakens. We see the results of this weakness in the middle and high school classrooms every day. Students come to us without adequate background skills, so the act of reading is difficult and troublesome for them. We can no longer allow this happen. The world of tomorrow requires not only skillful readers but also high-level thinkers and processors of knowledge. As educators, we can no longer leave reading development for some but not for others. We must become master for our students so that each individual can prosper in the competitive world of tomorrow.

In curriculum 2013 about 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 basic competence stated by the curriculum structure, it is assumed that the eleventh grade students of Senior High School are

able to fill the expectations above in reading short functional texts, descriptive, recount, narrative, and notice. In the fact, the students of eleventh grade of SMA N 1 Jatinom are not able to fulfill what the curriculum demands. Based on basic competency, the eleventh year students are expected to be able to understand and respond meaningful written texts in term functional written text and simple short essay form of descriptive and recount text as well as able to interact with people in nearest environment. There are many kinds of the text in reading, which are closely related to the purpose of each type. Descriptive text is one of the text types that taught at the eleventh year students of Senior High School. This finding indicates that one of the genre text is still needed to be taught although in the new curriculum.

Based on this problem, the researcher conducted the effort to solve problem by conducting classroom action research. The researcher carried out to propose a method which was inquiry-based learning (IBL) to become one of the applicable method in teaching and learning English especially in reading. Inquiry processes differ from other methods of professional development in one significant way (Tavalin, 2002: 17). Inquiry requires more than simply answering question or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction. In order to support the aim of inquiry-based learning, there are some activities that

may be implemented to maximize its effectiveness (Rejeki, 2017:142). Inquiry method is designed to engage students in truly original research issues by confronting students in the field of investigation, helping students identify conceptual or methodological issues in the field, and invite students to be able to devise ways to address the problem.

Based on this statement, Inquiry-based learning method is a strategy to facilitate and involve students in teaching and learning reading. Through IBL, the students not only learn about the material of reading but also the students will learn how they delight on reading and character building. According to Kementrian Pendidikan Nasional (2010:9), it has 18 characters value as follow; religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship/communicative, peace of mind, love to read, care for the environment, social care, and responsibility.

Character education is important for the students' education. Character means an attitude in daily activity. According to Lickona, (1991: 51) in Kamaruddin (2012: 225), noble character (good character) includes knowledge of goodness, cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refers to a set of cognitive, attitude, motivations, behavior, and skills. Quoted in *UU Nomor 20 Tahun 2003 pasal 3 tentang Sistem Pendidikan Nasional* it is stated 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 bertanggungjawab”.

For this explanation, the teacher hopes that their students are grateful because God give an opportunity to follow the teaching and learning reading by applying Inquiry method. The students are also interested in following reading activity and having creative thinking and find the new ideas to produce the new thought of what they had.

Based on the explanation above, the researcher wants to conduct a field research at the eleventh year students of SMA N 1 Jatinom Klaten in 2019/2020. Therefore, this research is entitled “Improving Character Based Reading Skill By Using Inquiry Method To The Eleventh Year Students of SMA N 1 Jatinom Klaten In Academic 2019/2020”.

B. THE REASON FOR CHOOSING THE TOPIC

The reasons why the researcher has chosen the topic are as follows:

1. Reading is one of the four language skills. By reading comprehension, the students will get the knowledge especially which relates to reading

skills namely skimming, scanning, deducing meaning from the context, reading between the lines, reading for detail. Most of the students regard that they do not understand about the text of the story and find out the main idea of the text itself. Reading by using inquiry method well, the students are able to take the core of the text that can be understood, more and more the students will get wider knowledge.

2. By doing the classroom action research, it is expected that the treatment will be able to develop the teaching and learning process and finally will be able to improve the students' achievement in English subject generally.
3. One of innovative and creative teaching and learning method that makes students in eleventh grade of SMA N 1 Jatinom Klaten to be active in reading and giving a feedback is Inquiry Based Learning method.

C. THE LIMITATION OF THE STUDY

In order to make the problem in this study concise the researcher wants to clarify them by limiting the study. Related to the background above, the limitation of the study is formulated into the following:

1. To make it deeper the problems will be limited in the implementation of inquiry-based learning in teaching and learning reading to the eleventh year students of SMA N 1 Jatinom Klaten in academic year of 2019/2020.

2. The problems will be limited in the implementation of inquiry-based learning toward students' activity and achievement of reading comprehension to the eleventh year students of SMA N 1 Jatinom Klaten in academic year of 2019/2020.

D. THE PROBLEM OF THE STUDY

In this study, the researcher would like to present the problem that can be formulated as follows:

1. Can Inquiry Based Learning methods improve character based reading comprehension of the eleventh year students of SMA N 1 Jatinom Klaten in academic year 2019/2020?
2. Can the implementation of Inquiry Based Learning improve the quality of teaching and learning process to the eleventh year students in SMA N 1 Jatinom Klaten in academic year of 2019/2020?

E. THE AIM OF THE STUDY

In general, the aims of the research are as follows:

1. Describing the quality of teaching and learning process by implementing Inquiry Based Learning (IBL) to the eleventh year students in SMA N 1 Jatinom Klaten in academic year of 2019/2020.
2. Describing the development of the achievement in reading comprehension by implementing Inquiry Based Learning (IBL) to the

eleventh year students in SMA N 1 Jatinom Klaten in academic year of 2019/2020.

F. THE USE OF THE STUDY

By doing the research, the researcher can get the description of improving character based reading by applying Inquiry method as follows:

1. Theoretical

The result of this study 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 develop the method in order to make a changing of the students' achievement in English generally and reading comprehension especially.

2. Practical

- a. The result of this study can be used and implemented as a model of teaching and learning English especially in teaching reading to provoke and stimulate the students' interest about reading.
- b. For the students; the study can sharpen the students' ability and knowledge in reading comprehension, so it can become a new experience in remembering something and understanding about the skill demand of reading itself.
- c. For the teacher as "creator", attempts to afford the creative ways to introduce students with ideas and subject matter and offers the

questioning technique in terms of opportunities for the students to engage in their gradual inquiry of learning.

G. THE CLARIFICATION OF THE KEY TERMS

The researcher clarifies the terms of the study as follows:

1. Improving

(Mulyasa, 2009: 8) says that enhancing action research means improving the quality of learning, so that learning processes are continuously improved and quality is continuously improved. In addition, according to (Hornby, 2005: 781), Improving is to become better than before.

This means enhancement is an operation to enhance something or someone's output to be better than before. In this study, improving means to increase the reading skill by using Inquiry method to the eleventh year students of SMA N 1 Jatinom Klaten in academic year of 2019/2020.

2. 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 eleventh year students of SMA Negeri 1 Jatinom Klaten in academic year of 2019/2020 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 to be an upstanding citizen.

3. Inquiry Method

Inquiry processes differ from other methods of professional development in one significant way (Tavalin, 2002: 17). Inquiry-based learning ranges from a rather guided and guided activity, particularly at lower levels (where the teacher may pose the questions and give guidance in how to solve the problem), through to independent research where the students generate the questions and determinate how to research them. In addition, according to Coombs and Elden (2004; Rooney, 2012: 102) emphasizes the importance of the student's existing knowledge in inquiry-based learning. They define inquiry-based learning as learning occurring when the learner constructs an understanding of new information by associating it with prior knowledge in an organized and systematic way. In this study Inquiry method can be used to teach reading to the students in SMA N 1 Jatinom.

H. THE ORGANIZATION OF THE STUDY

The organization of the study is presented in order to give clear understanding about the content, the writer would like to clarify the terms. This research report consists of five chapters as follows:

Chapter I is Introduction. It consists of the background of the study, the reasons for 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 Review of Related Literature. It consists of the theory of reading, teaching reading, the importance of Inquiry method, and the theory of character education.

Chapter III is The Method of the Study. It consists of the meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV is The Result of the Study. It consists of the analysis of the data and the discussion of the findings.

Chapter V is Conclusion and Suggestion. It consists of conclusion, implication, and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting all the steps of this research, the researcher wants to give a conclusion as a result of this research. Furthermore, related to the conclusion the researcher also provides suggestion. They are explained one by one below. In this phase, the researcher would like to answer the problem of the study namely “ How Can Inquiry Based Learning methods improve character based reading of the eleventh year students of SMA N 1 Jatinom Klaten in academic year 2019/2020?” Meanwhile, the students’ character assessment based on observation. There was an improvement in teaching reading by using Inquiry method which can be seen from precycle until cycle two in table of testing performance indicator below.

Table 26. Testing Performance Indicator

Aspects	PC/Preliminary		C1		C2	
	MS	C	MS	C	MC	C
Students’ Reading Score	62	Fair	68	Good	80.44	Very Good
Students’ Character	60.02	Fair	66.47	Good	74.41	Good

Moreover, by using Inquiry method in teaching reading, the students have a chance to be active and cooperative in reading skill. Inquiry method has various activities that can be effective to teach students in reading. It is supported from the observation, interview and questionnaire sheet.

Therefore, based on the research conducted in XI IPS1 class in SMA Negeri 1 Jatinom, the researcher concludes that Inquiry method can improve students' reading skill showed by the score that they got.

B. Suggestion

After the researcher carried out the research by using Inquiry Method to improve the students' character based reading skill, the researcher presents some suggestions to the students, the English teacher, and the school below.

1. To the students

For students, use the knowledge of reading using the inquiry method process to the continuity. When students apply the inquiry method in every learning, it will be useful for them in the teaching and learning process, especially in learning English.

2. To the teacher

English teacher should give various materials and keep monitoring the students' activity during reading class. It is conducted in order to make the learning process be dynamic and fun.

3. To the SMA N 1 Jatinom Klaten

The school must give more attention to the students' reading interest, especially providing reading material for students to increase students' interest in reading.

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